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EXPLORATORY STUDY AND PLANNING FOR A FOURTH-YEAR, PAID INTERNSHIP TEACHER EDUCATION PROGRAM FOR BOTH ELEMENTARY AND SECONDARY TEACHERS. FINAL REPORT.

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THROUGH THE DEVELOPMENT OF A COOPERATIVE COLLEGE-UNIVERSITY GRADUATE STUDY PROGRAM, THE AUGMENTATION OF A PAID FOURTH-YEAR INTERNSHIP APPROACH IN A TEACHER TRAINING PROGRAM WAS EXPLORED. STEPS INCLUDED--(1) INVOLVEMENT OF THE FACULTY IN AN EVALUATION OF THE TEACHER EDUCATION PROGRAM AND THE COLLEGE CURRICULUM, (2) CHANGING WEEKLY SCHEDULES AND THE ANNUAL CALENDAR, (3) CONFERENCES WITH REPRESENTATIVES OF THE LOCAL SCHOOL SYSTEMS TO EXPLAIN THE INTERNSHIP CONCEPT, ELICIT SUPPORT FOR THE NEW PROGRAM, AND COMPOSE STRUCTURES AND POLICIES, AND (4) DIALOGUE WITH SELECTED UNIVERSITIES REGARDING A COOPERATIVE GRADUATE PROGRAM. AS A RESULT OF THE STUDY, A PROTOTYPE MODEL WAS DEVELOPED FOR A FOUR- AND FIVE-YEAR INTERNSHIP PATTERN, PROFESSIONAL PREPARATION CURRICULUM WAS MADE CONCURRENT WITH PRESENT PRACTICES, AND RAPPORT WAS DEVELOPED WITH THE LOCAL SCHOOL SYSTEMS FOR THE IMPLEMENTATION OF INTERNSHIP PROGRAMS. THE COOPERATIVE GRADUATE PROGRAM WAS NOT COMPLETED BUT REMAINS IN AN EXPLORATORY STAGE. THE STUDY IMPLIED THAT A SUMMER SCHOOL SESSION IS NEEDED TO SUPPLEMENT THE INTERNSHIP PROGRAM AND INDICATED THAT ADDITIONAL RESEARCH IS NEEDED IN THE AREAS OF DETERMINING INTERN COMPETENCY, SELECTING AND TRAINING INTERN SUPERVISORS, AND EVALUATING INTERNSHIP PROGRAMS. AS A FORM OF CLINICAL EXPERIENCE, INTERNSHIP PROGRAMS PROMISE TO BE MORE EFFECTIVE THAN ANY OTHER PROCEDURE IN DEVELOPING THE MANY HIGH-LEVEL SKILLS REQUIRED OF TEACHERS TODAY. (JK)

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FINAL REPORT
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April 1967

U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

Office of Education
Bureau of Research

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Norman E. Ryerson

April 1967

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Central College

Pella, Iowa

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INTRODUCTION

The national shortage of qualified elementary and secondary school teachers is far from any total solution. Nor can it be solved by conventional patterns of recruiting and training. Any proposed solution, of course, would be an oversimplification that has only helped obscure the full implications of the exigency affecting American schools. The enigma is not just numerical, it is far more complicated than too few teachers for so many children. The problem has also become qualitative.

If one is to comprehend the rational for new programs in teacher education, e.g. "internships", it is necessary to look beyond the problem of mere numbers and understand some of the basic elements underlying the dilemma.

First, what is often overlooked is the failure of the teaching profession to attract many of the very people whose background would enrich and intellectually challenge the profession. These people, over the long term, could be expected to contribute a great amount of leadership to improve the nation's schools. Among these people, for example, are many able liberal arts graduates for whom there has been no practical way of entering into a teacher training program. When burdensome course requirements hinder the consideration of a teaching career for those best qualified in the humanities and sciences, the real losers are the nation's schools.

A second disparity is that many programs of teacher education have not adequately encouraged individual talents and nonimitation in the classroom. It has been said that good teaching is an art. To attempt to cast it from a single die or mold, or to leave experimentation to the time when the teacher goes on the job, is to inhibit creative teaching. A vehicle is needed which allows creative expression and experimentation in pedagogy.

Perhaps a third shortcoming is in the area of teacher training. As in the metier of business and industry, the field of education has constantly sought better methods of training personnel. On one hand, in education, the neophyte is given a fragmentary and usually unrealistic introduction to the profession through a simulated activity traditionally termed practice or student teaching. Many educators customarily believe that the newcomer is ready to teach when this quasi-teaching experience, along with certain sagacious and academic requirements, has been completed.

On the other hand, during the past decade one of the most outstanding developments in didactics has been the concept of internship in teacher education. Such programs significantly break with traditions and stereotypes of the past by abandoning the old concept of practice teaching as a too brief, too passive rehearsal for hopefully what will be a constantly developing lifetime career. Rather than becoming an understudy, the intern assumes full responsibility for public school classroom over an extended period of time. All educators are not in agreement as to the explicit worth of teacher interns, nor do all teacher training institutions advocate internship programs. Nevertheless, what every different opinions are held in the preparation of teachers, most educators agree on the worth of a period of supervised practice to develop the competencies needed to perform the complicated task of teaching.

Underlying this general recognition of supervised practice is an awareness of the gap which exists between the theoretical knowledge, broad statements, and generalizations that the aspiring teacher can learn in college classes and actual teaching situations confronted as a tyro-teacher. And this gap, perhaps, is one of the major concerns of any teacher education program.

Over the years many devices, innovations, and procedures have been contemplated to bridge the gap between theory and practice. Yet none of these devices has sufficed to insure a smooth induction of the beginner into teaching. In such a dichotomy many teacher training institutions have experimented with some form of internship program as a hopeful departure.

The advocacy of an internship in the preparation and induction of teachers is hardly new to education in America, nor have earlier attempts to install it been lacking. Historians credit Brown University (Providence, Rhode Island) with establishing the nation's first internship program during 1909. Professions other than teaching have followed the practice of placing prospective members in practical situations where, through supervised experience, they may develop essential professional proficiency prior to the attainment of full professional status.

The internship program as a means of teacher training provides opportunity to clinically prepare the beginning teacher in the complexities of the teaching art. It is period for development beyond student teaching. It allows extended time and associations with professionals in field settings so that decent teachers can better understand and apply the act. As a preparation process, internship has become an essential part of teacher education programs in many large universities offering opportunity for these universities to evolve working relationships with urban communities and thus to assist their beginning teachers in this developmental process.

One of the distinguishing differences between an internship experience and the orthodox variety of student teaching lies in the activities in which each group engages. It has often been pointed out by many writers in the field of education that one of the main purposes of the intern teacher program is the broadening and deepening effect that comes from increasing the number and variety of experiences in a situation more closely resembling that in which the docent will find himself after completing his professional preparation. Perhaps another central purpose is the provided opportunity for each intern teacher to intelligently formulate self-regulating personal and professional decisions in a true teaching environment, as opposed to the traditional pseudo-situation.

There has not been, however, a model of internship created for the small liberal arts colleges that produce many elementary and secondary teachers for the nation's schools. The problems of structuring an instructional model of academic or education course areas for a period of internship have been difficult to surmount especially in a rural region.

Obviously, the above mentioned problems are not easily resolved through any one method or program. In solution, any new pattern of teacher education must address itself to questions of quality as well as quantity. Thus, in the interest of exploring new patterns in teacher education this study is concerned with the development of a model internship program in elementary and secondary teacher education. This model attempts, therefore, to articulate a small liberal arts college in a bucolic environment to the non-urban public school system. Further, this study should not be interpreted as an uncritical advocacy of internship as an answer to all teacher education problems as many educators believe that there are no panaceas in education, especially in the area of teacher preparation.

METHOD

Some unique managerial stratagies were necessary in order to develop a new teacher education pattern for a small rural liberal arts college which would utilize the frame work of the paid fourth-year internship program. Certain preliminary steps were taken at Central College.

Step One: Appointment of a Faculty Study Committee

A special Faculty Study Committee was needed to establish a working dialogue within the College faculty in order to develop a climate of readiness for internal changes that would be required in later program development. This committee, along with the Director of Student Teaching, would be responsible for the examination of the current teacher education program, to propose new offerings appropriate to an internship pattern, to outline a new college calendar within which the intern can meet all requirements in four years, to work out all plausible conflicts between the demands of teacher education and the demands of the student's major sequence of academic courses. The appointed Committee takes the lead in presenting the new plan to the entire faculty for study and approval. In accomplishing this task, the faculty group will need external consultant help and the opportunity to visit successful internship programs at various colleges and universities throughout the nation.

Step Two: Director of Student Teaching

The appointment of the Director of Student Teaching for the investigation, study, development, and supervision of the proposed internship program was required.

Step Three: Development of a Prototype Model

Design and development of a prototype teacher internship program applicable to the requirements and needs of Central College was the basic core of this study. The following activities were considered necessary for the development of a prototype model:

A. Survey of Literature and Related Research

A survey of available literature and related research was essential for the establishment of background knowledge and current trends of internship programs.

B. Survey of Internship Programs

A canvassing of active internship programs for relevant, current data would provide essential information to guide the development of a program at Central College. Such a survey would include correspondence with selected institutions offering teacher internship programs, and on-campus inspection of the more outstanding programs.

C. Field Consultants

The advice, counsel, help, and adhortation of select personnel who are active in teacher internship programs, was needed to guide and encourage the development of a prototype internship model. Such expertise was available from consultants in the field.

Step Four: Series of Conferences

The development of a series of on-campus conferences was needed to bring together into a cooperative pattern the staff of Central College, consultants, superintendents, principals, and representatives from public school boards of education to discuss the teacher internship program, elicit support, and to cooperatively plan for implementation of an internship program.

Step Five: Cooperative Planning with a University

Open dialog between Central College and a major university for a cooperative graduate study program utilizing the internship setting that would establish a workable model for other small liberal arts colleges to emulate was considered an essential undertaking.

RESULTS

Step One: Appointment of a Faculty Study Committee

The Faculty Study Committee was appointed and organized into an active body. The Director and some of the most articulate members of the Faculty Study Committee were assigned the task of preparing a document to summarize the steps taken, the problems faced, and the apparent advantages gained by the shift to a new program in teacher education. The efforts of the Committee has resulted in some important curricular changes not only in the teacher education program, but in other disciplines in the College. The newly developed teacher education program along with the proposed internship program has been approved by the faculty as a whole.

Step Two: Director of Student Teaching

The appointment of a Director of Student Teaching was effected.

Step Three: Development of a Prototype Model

A conceptual model of an internship program was developed and presented to the first exploratory teacher internship conference for review and edification. The second draft of a prototype model is currently being revised after its presentation and critique at the second exploratory conference. The second draft is attached in Appendix A.

A. Survey of Literature and Related Research

A critique of available literature on internship programs and a perlustration of related research was conducted by members of the Department of Education. The culled data established a common area of reference from which various staff members and the Faculty Study Committee could operate.

B. Survey of Internship Programs

A canvassing of active internship programs was undertaken. Many colleges and universities with internship programs were postal surveyed and thirty-nine institutions (see Appendix B) assisted this study by supplying relevant data regarding their programs.

In addition, the survey included on-campus visits to eleven teacher education institutions for first-hand examination of intern programs (see Appendix C). Critical dialogue with personnel responsible for the design, administration, and daily operation of an active internship program was also undertaken.

C. Field Consultants

During the first phase of this study Dr. Robert Schmatz and Dr. James Hoffman, College of Education, Michigan State University, served as general consultants. During the second phase of this study Dr. Schmatz was immensely helpful with specific comments, suggestions, guidance, and assistance for the two exploratory conferences on teacher internship.

Step Four: Series of Conferences

Several major College staff conferences were conducted, mainly under the direction of the Faculty Study Committee. These internal conferences were a series of meetings with various faculty members sharing opinions and reactions concerning a potential teacher internship pattern, with overtones of possible curriculum and calendar changes, were held from October 1966 to March 1967. In addition, other informal, unstructured discussions of issues within departments have taken place.

During the January Central College faculty meeting some foundation was laid for impending change in the pattern of teacher education by the presentation of a paper on the internship concept (see Appendix D).

A major consideration focused upon the local public schools, whose understanding, support, and commitment was vital to success in this study. Representatives of the Central College faculty established initial contact with local public school administrators, individually at first, and then collectively through group meetings to explain the College goals, elicit support, and to cooperatively plan for program implementation. School districts which were considered "local" to Central College and were invited to participate in this study are listed in Appendix E-3 and F-3.

Two exploratory conferences on the teacher internship model were organized (see Appendix E and F). The first conference was conducted on March 16th and of the forty-seven local school districts invited to participate in the study twenty-five curious and interested educators were able to attend (see Appendix E-3). Also in attendance were representatives from the State Department of Public Instruction and the Iowa State Education Association. The second conference met on April 20th and an increase in attendance was noted. Of the one hundred-fifteen local educators asked to participate forty-two were able to do so (see Appendix F-3).

Fifteen local school districts actively participated in this study and have firmly indicated their willingness to support a cooperative internship program with Central College (see Appendix G).

The overall spirit of cooperation that existed throughout the day long exploratory conferences with representatives of Central College, public school administrators, and representatives of state organizations provided testimony to the participants that this study was timely, worthwhile, and deserving of continued effort.

Step Five: Cooperative Planning with a University.

During this study continued efforts were made to devise a cooperative graduate study program between Central College and Michigan State University or University of Iowa. In spite of time and effort expended Central College has been unable to obtain a commitment, nor a rejection, from either University for the development of a graduate program. However, continued and renewed efforts are being made in this direction by James Graham, Dean of the College; William Thompson, Vice-President-Development; and Norman Ryerson, Chairman, Department of Education.

DISCUSSION

Even though the contract for this exploratory study has been terminated, the concept of teacher internship at Central College will still remain in the developmental stage for the next academic year. Complete germination should occur during the spring of 1968.

Step One: Appointment of a Faculty Study Committee

The Faculty Study Committee was instrumental in creating the opportunity and involving the entire faculty in an analysis of the teacher education program. Not only was consideration given to the teacher education program, but one ramification of the Committee's work was a self-study of the total curricular offerings of the College. Consequently, the efforts of the Committee, as well as the faculty in general, has resulted in some important and greatly needed changes in course offerings and schedule sequence. This process of change by no means was easy, nor is it considered to be complete. Possible alterations to courses and the school calendar are still under continuous scrutiny and consideration by the Committee so that a maximum potential for a year of intern teaching will exist for all education majors at Central College.

The specific reorganization of the teacher education program was considered to be an important change. The reorganization included the crystalization of new concepts in curriculum with associated restructuring of course offerings, and the long-range development of an internship program in the teacher training pattern. But, perhaps as important, was the Committee's influence on the total educational pattern of Central College. The institution of departmental self-study programs created some alterations to courses in the fields of specialization. Also, the faculty, in total, has given serious consideration to a new academic calendar.

The Faculty Study Committee has expressed its awareness of some internal snares of academic course offerings that must be resolved before an internship program can become fully operational. It can be noted that one primary obstacle to be overcome is posed by the fourth-year internship away from the College campus and the schedule of teacher education classes within a three year period. This phase of the pattern is still in deliberation and much dialetical dialogue is taking place amongst the faculty members. There is much evidence as to the value of the fifth-year teacher internship program and the strengthing of the present summer school program.

Step Two: Director of Student Teaching

The Director has assumed the responsibility for the continued investigation, study, development, evaluation, leadership, and supervision of the proposed teacher internship program at Central College.

Step Three: Development of a Prototype Model

The development of a paid, fourth-year internship teacher education program at Central College began as a result of a recognized need for improvement in teacher education. Central College's internship program was designed to achieve several desired ends. Chief among these were: (a) to establish a teacher education program utilizing the framework of a paid, fourth-year internship; (b) to improve induction into teaching; (c) to develop a joint responsibility for teacher education among public schools, the College, and the State Department of Public Instruction; (d) to improve teaching skill and competence of the tryo teacher; and (e) to create a model for a cooperative graduate study program between a small liberal arts college and a large university.

The internship program at Central College is still considered to be in the process of evolution while being developed as an integral part of the teacher education program. The internship program has its own unique characterisitics which were the result of adaptation of selected facets from many operational intern programs to the College's needs and local school district requirements in a rural area. The prototype teacher internship program was submitted to review and revision by various consultants.

As the on-campus conferences progressed the prototype model was subjected to further alterations and improvements. The first two drafts were reviewed by participants of the exploratory conferences, members of the Department of Education, and several members of the Faculty Study Committee. The third draft of the teacher internship program by Central College will be presented to the Iowa State Department of Public Instruction for evaluation, and then to the State Board of Education for approval in June, 1967. Still to be taken into consideration is the fact that the prototype model needs to be field tested under full operational conditions; i.e., the program that has been developed in theory now requires the practical application.

Several local school districts expressed a desire to participate immediately in an internship program with Central College (see Appendix G), while other districts indicated an interest in the program and would like to cooperate sometime in the future.

A. Survey of Literature and Related Research

Some historical and background knowledge was available through readings in professional publications. Books on teacher internship programs are scarce and only now are being written. However, all colleges and universities publish brochures and pamplets regarding their particular internship program. These publications, of course, are regional interpretations of what constitutes an internship pattern. It is to be noted that little intensive research has been conducted in reference to the training of teachers through internship programs in a rural area.

B. Survey of Internship Programs

The initial survey, for the most part, indicates that at the present time conceptual internship patterns are under the guidance of large institutions, seem to be highly individualistic in design, and are orientated to urban school districts. Accordingly, as each program was constructed to serve local needs, no national pattern or common procedure is evident.

Research indicates that only a few conceptual models or schemes of teacher internships existed a decade ago. Recently, important developments have been made in conceptual models for the four and five-year internship programs in California, Michigan, Oregon, Wisconsin, and other states. These programs were developed by large universities with copious grants from philanthropic foundations.

On the whole, all internship models seem to employ certain chief components: all have theoretical bases for developing intern teaching during an extended periods of time; the use of a local, urban community base; the provision of resources from the university staff and school district personnel; all have adequate arrangements for supervision of interns; all maintain a firm liberal arts foundation; and all emphasis instruction in the process of education with direct relationships to clinical experience. Meanwhile, the creation, implementation, and testing of other internship models for rural regions is sorely needed.

C. Field Consultants

Suggestions for improvement of the developing prototype internship model by field consultants was considered essential. As the internship program developed the field consultants have been able to guide the study through some of the difficult passages.

Additionally, professional organizations, such as the Iowa State Education Association, were solicited as to their reaction and sanction. As no teacher internship program is fully operative in the State of Iowa, approbation from professional bodies was deemed sagacious.

Step Four: Series of Conferences

Internal staff conferences continue to take place. There is much individual and committee dialogue as to the desirable foundations of a good teacher training program as well as what constitutes a "liberal arts" education. The Faculty Study Committee ardently guided and coordinated much of the collective faculty energy in the overall re-evaluation of the present programs. Still to be decided, however, is the final form of the academic calendar.

The present series of exploratory conferences have proven to be beneficial and adequate. The Director, with various field consultants, presented the proposed teacher internship plan during on-campus conferences in March and April to interested administrative officials and faculties of the local public and non-public school districts. These conferences were to enlist the support of the school districts and to begin to work out structures and policies, the location of intern stations, the working conditions and salaries for intern consultants, the level of support of interns, and a number of practical policy decisions produced by a new teacher training program. The on-campus conferences were supplemented by visits of staff members from Central College to the public schools who wished to become involved.

The interest, support, and cooperation by the representatives of the public schools surpassed the most optimistic views held by those members involved in this study. It was noted that many public school administrators shared Central College's concern for improving teacher education through the organization of an internship program, desired to work closely with the College in preparing teachers, were willing to be flexible in meeting the needs of individual students, and willing to make the necessary commitment to carry on a cooperative teacher training program of the nature proposed.

The Iowa State Education Association was represented at the exploratory conferences and strongly endorsed the efforts of Central College in the development of an internship proposal. In addition the State Department of Public Instruction was represented and pledged support in the development of a suitable certification code to permit intern teachers to teach in the Iowa public and non-public schools. It was gratifying to those involved in this study to receive the strong support of the representatives of these two organizations.

Step Five: Cooperative Planning with a University

It is the puissant belief of many workers concerned with this study that initiating a cooperative graduate study program is one of the most practical procedures to the eventual development of an independent, fifth-year graduate program at Central College. Perhaps the most frustrating part of this undertaking has been in the establishment of a firm working relationship with a particular university in the development of a cooperative program. Even though there has been expressed considerable personal interest in the development of a cooperative program by individual members at both Michigan State University and the University of Iowa, commital administrative decision and support has been lacking. Nevertheless, renewed efforts are being made by Central College to continue discussion for the development of a graduate program.

It is to be noted that one of the outcomes from previous dialogue between the University of Iowa and Michigan State University has been an awareness of the involvement in developing and accrediting of a graduate study program. Some of the problem areas, as jointly perceived by Central College and the Universities, have been isolated as follows:

(1) It was recognized that Central College, with a new and developing program, is in need of partial, multi-facetted support through a cooperative arrangement with an established institution of higher learning.

(2) Central College also recognizes the necessity of securing additional, competent and well-qualified staff to teach graduate level offerings. Originally it has assumed that some staff could be contracted for through the degree-granting University to augment the teaching resources at Central College. However, this proved to be a major stumbling block. The augmentation of staff, as proposed, implied an additional burden upon current staff teaching time and met with administrative disfavor.

(3) The need to improve the quality of education of some members of the staff at Central College through teaching fellowships at the pre-doctoral level was favorably considered.

(4) It was indicated that Central College is in need of a strengthened library program to undergrid a graduate study program. Several means of fulfilling this dire need are under consideration.

(5) The Universities agreed that they could be of considerable assistance and guidance in Central College's bid for proper accreditation from North Central Association of College and Secondary Schools.

CONCLUSIONS

The conclusions of this study are primarily based upon the critique of available literature and related research; a survey of existing internship programs including first-hand observations of selected programs (see Appendix C); dialogue with field consultants; and discussion held during the sundry conferences with consultants, school superintendents, principals, teachers, interns, representatives from the Iowa State Department of Public Instruction, and the Iowa State Education Association.

This study, along with attached appendix materials, should serve well as a model for other small liberal arts colleges desiring to develop a quality teacher education pattern that incorporates a paid fourth-year teacher internship program. The managerial strategies applied in the development of this study were fruitful in many ways.

1. The Faculty Study Committee

One major conclusion drawn from this study was that the establishment of an instructional model--including courses, experiences, and resources--was not only realistic, but well within the capabilities of the faculty and administrators at Central College. The work the Faculty Study Committee which generated an all-faculty interest in the general analysis of the total undergraduate curricular program was a significant oblation. The willingness of the faculty to participate in a self-study of course requirements and course sequence indicated a permissive attitude to permit needed change to occur. In this open-minded environment the Faculty Study Committee was able to function and wrought curricular improvements in the teacher education program as well as in many other disciplines.

2. The Internship Program

It has been said that the teaching internship is that phase of the professional preparation of a novice teacher which, through a realistic clinical situation develops the capacity to assume instructional skills and supervisory responsibilities; is characterized by intensive experience in planning, in handling extra-class activities, in preparing materials; affords a continuous opportunity to meet actual school situations; is augmented by other teacher related activities.

The study of internship programs across the nation (see Appendix B and C) revealed intern patterns being conducted under varied national and regional conditions. It became evident that Central College, along with the cooperating school districts, must develop plans for an internship program that was adapted to the circumstances in a rural area and to available resources rather than emulate one particularly successful internship program.

a. Favorable Characteristics

The study revealed that the internship program must have a degree of flexibility so as to provide for varying conditions of the College, local school systems, State certification requirements, and the individual differences of interns. The needs of the interns, it can be said, cannot be met by a single rigidly planned program, but a flexible program which makes allowance for differing individual needs and interests was required.

The well-planned and effective internship program has many other distinguishing characteristics, all of which are designed to augment the purposes of the intern's assignment. One of the major objectives, of course, is to allow the intern to gain a deeper and more comprehensive view of education as a whole, and hence of the specific role of the teacher. Available research states that the framework of internship gives the time, opportunity, and resources for beginning teachers to develop the best exemplqry behaviors of teaching.

Another objective of the internship program is for integrating the content of professional education and practice in didactics into a meaningful experience for the teacher-to-be. The intern learns to translate sound education theory into practice.

As it was developed at Central College, the teaching internship is looked upon as a form of clinical experience which holds promise of being more effective than any other procedure in developing the high-level skills required of teachers.

b. Advantages of Internship Over Student Teaching

The paid teacher internship program is considered to be but one of the routes to teacher certification. By abandoning the traditional concept of "student teaching" in which the student serves briefly as an apprentice or understudy to a working teacher, the internship program gives each student a teaching assignment in which he assumes full responsibility for a public school classroom. The intern is the actual classroom teacher and a full-time member of the school staff. Some advantages to the student of the internship program over the traditional student teaching program have been reported as greater experience with the total school program, its orientation procedures, community activities, the study of pupils, and professional activities. That is to say, the internship program provides the student with a more realistic experience and meaningful involvement in all aspects of the school program.

c. Teacher Effectiveness

A number of questions have been raised as to the effectiveness of the teaching internship experience as compared with the traditional way of introducing new members into the teaching profession. Various interviews by the Director with public school superintendents, principals, supervising teachers, teachers, and interns were held regarding the induction of the teachers into teaching through the internship route. It was the consensus of the interviewed educators that the internship was seen as a potentially more effective way of providing the period of practice required for induction of new members than the various patterns of "student teaching" which have been in operation. Much of the critiqued literature revealed that the internship program has proven to be a distinctly valuable method of preparing teachers.

It was also indicated in the literature that intern programs tended to provide a foundation of understanding for the trainee based upon the various disciplines that contribute to insight into human relations, social organization, and teaching effectiveness. The teaching interns also saw the relationship between daily activities and both long-term and short-term goals earlier in the school year.

The interns experimented more with different teaching styles as they went through the process of identifying and discovering their own teaching style. There was some evidence that the teaching interns developed their competencies in planning, implementing, and evaluating the instructional program more quickly than the regular first-year teacher.

Additionally, principals and supervising teachers generally stated that the intern not only developed his teaching skills faster than a first-year teacher of comparable potential, but also developed them at a higher level by the end of the first complete year of the teaching. Likewise, research indicated that interns tended to recognize individual differences more quickly than first-year teachers and attempted to provide differentiated instruction in keeping with this insight. No data was collected pertaining to the effectiveness of the intern teacher on changing the behavior of the students.

d. College-School District Cooperation

The teacher internship program accentuates functional cooperation between the College and the local public (or nonpublic) school district in the preservice professional preparation of teachers. The teaching internship program provides opportunity for a kind of clinical experience which is planned cooperatively in terms of a responsibility-sharing agreement between the public schools and the teacher preparation institution. Such an agreement, for example, would consider an awareness of the shifting of the locus of responsibility for the supervision of the intern within the school district from the College to the cooperating school district. It can be said, therefore, that one strength of an internship program is the close collaboration between the schools and the College in which pluralism in teacher education is recognized as a desirable goal.

It is obvious that an internship program can only succeed where sound personal relationships are good; the Department of Education and subject matter-field departments of the College, the College and the superintendent of schools and his supervising and teaching staff, and the superintendent and his board of education.

e. High Quality of Supervision

A study of the teaching internship programs reveals that one key element in every internship program has been the high quality of supervision provided jointly by the College and the school system in the teaching phase of the program. Adequate supervision was considered one cornerstone for a successful internship program. The type of creative, positive, non-inspectorial, or natural junior-senior relationship that has been frequently extolled as the desired kind of supervision of school instruction was the quality of supervision that tended to be the practiced in the internship programs. The study indicates the elements of a good intern program required such a high quality of supervision that there was built-in protection for the children who are taught by interns.

Among the programs studied the method of intern supervision was provided in a variety of ways. Likewise the degree of supervision also varied. There was little agreement on the best procedure; no one pattern of superior supervision had emerged from the Director's experience with internship programs. Thus, appropriate supervision can be provided in a variety of ways. It was noted that one best brand of supervision was the kind that promoted team work amongst all concerned. Some studies showed that many intern programs tended to provide more supervision for interns than for "student teachers", but it was not necessarily a higher quality of supervision.

One ramification of the supervision factor was that local superintendents were provided with an opportunity to recognize outstanding teachers in their systems by appointing them to so-called master teaching positions as supervisors of interns.

f. Selection of Persons for the Internship Program

The study of internship programs has demonstrated that liberal arts students present substantially greater academic preparation and were excellent candidates for entering teaching careers via the internship route. It was also evident that one strength of internship programs was that a majority of high calibre students were attracted to the program.

The teacher training institution responsible for training the intern assumes considerable responsibility in selecting persons who would profit from such a program. A careful study and evaluation of students by the teacher training institution have proved of immeasurable value in improving the quality of intern candidates. The personal interview seemed to be one of the most frequently used techniques. Additionally, the study revealed that self-selection was an important factor in the selective process for interns.

One main reason for allowing only the best candidates to enter the internship program, according to some school administrators, was that school districts could not afford to take chances on marginal candidates.

The study of internship programs further noted that the percentage of failures in internship training has been low in some programs and high in others. A high failure rate would indicate the need of better criteria for selecting interns and the need for better screening techniques. Selection was especially important, the study revealed, since the success of a program could be the results of the quality of the person involved rather than the program itself.

g. Innovation in Teacher Education

Many educators indicated to the Director that the internship approach provided a much needed opportunity to pioneer and experiment; brought fresh ideas and new concepts into teacher education.

h. Unfavorable Characteristics

The internship program is not to be considered a panacea for the many ills in teacher preparation programs. Many authorities agree that there is much worth to the internship approach, also there are some disadvantages. Although it is implied that the advantages far outnumber the disadvantages, there are some problems common to the internship type of program which were studied.

Under criticism, and still a major concern of many educators, is the concept of gradual induction into the act of teaching. There appears to be a number of problems to be solved in attempts to provide meaningful and adequate pre-internship practice teaching. In a few programs, the internship takes the place in the context of team teaching, thus allowing a gradual increase of responsibilities and teaching load. However, lack of adequate pre-internship teaching experience, i.e., "student teaching", in the intern's professional preparation has made the initial experience more difficult. Most educators agree that an intern should have a period of practice teaching before encountering the difficulties of a beginning teacher. It was indicated that "student teaching" was especially valuable for the elementary school intern, more so than for the secondary school intern.

School administrators and educators cited the need of top-flight supervision of the intern. Where adequate supervision was lacking, the program was doomed to fail. Thus, the intern should have the continuous help of a competent advisor during the whole of the apprenticeship period. Since the method and the amount of supervision varied among the different internship programs, the training institute and the school district must decide on the best method to be used prior to the intern's initial assignment.

Some school administrators expressed alarm that less than a full-time assignment may make the intern transient and peripheral to the regular faculty. Proper guidance and supervision from the teaching and administrative staff would elevate this enigma.

In many internship programs, school administrators are enthusiastic about the internship as a means of recruiting good teachers. This appears to be perfectly legitimate and has worked out well in many situations. Nevertheless, internship programs, to have their fullest usefulness, should not be used primarily as a recruitment device for a school system. Where they have been the experience has been unsuccessful.

3. Exploratory Conferences

Superintendents in rural communities recognize the value of cooperating with Central College in teacher education programs, including a paid internship pattern. Many superintendents are highly optimistic regarding success in rural communities for the internship approach. By-in-large those attending the conferences shared Central College's concern for improving the teacher education pattern through the implementation of a paid internship program.

4. Cooperative Graduate Program

The development of a cooperative graduate study program between Central College, a small liberal arts college, and a large university proved to be a formidable task. Firm working relationship regarding graduate programs were difficult to establish, and the large universities were reluctant to commit time, staff, and finances for the development of a somewhat competitive program in a rural liberal arts college. Nevertheless, Central College has not conceded and continuing efforts are being made.

IMPLICATIONS

This study acknowledges that there are many implications in implementing a paid teacher internship program in a small liberal arts college. Of those noteworthy implications the only following are considered:

(1) As the concepts of the paid teaching internship pattern are better understood, it is expected that the internship idea will continue to compel the re-examination and the re-evaluation of certain areas of responsibility in the professional preparation of teachers; namely, the traditional teacher training program, student teaching modes, courses dealing with the didactics or methodology of teaching, courses considering the role of behavioral psychology in education, and courses considering the school's role in society.

(2) The teacher internship program provides the opportunity for experimentation and demonstration in teacher education. Thus, as the internship approach is integrated into the teacher training program at Central College it becomes necessary to establish research procedures for evaluating the experimental prototype internship model. Also, it becomes necessary that techniques and instruments for proper evaluation be developed. Consultation with administrative personnel of other internship programs did not indicate one best procedure and evaluative techniques that could be emulated. The need for research to serve as a guide in the developmental phase of the program as well as in the on-going phase of the program is extremely evident.

(3) There is much evidence for the development of a fifth-year internship program to compliment the proposed fourth-year pattern at Central College. Generally, a fifth-year internship approach would need to be an integral part of a graduate study program. Thus, additional research is needed for the development of a graduate study program at Central College. Time and finances are essential to pursue the assistance of a large university to cooperatively develop the needed graduate program.

There is some evidence that the internship type program usually cannot be completed successfully in the traditional four years of college study, but may more nearly be realized through an undergraduate liberal arts program followed by graduate study leading to the Master's degree. Many of the internship programs which were studied were of the fifth-year type programs. Some programs terminated with the awardation of a Master's degree, while other programs did not. Much of the academic work taken by interns, however, could be applied toward requirements of an advanced degree program.

Outline charts of the fourth-year and fifth-year patterns are attached as Appendix H and I. It is to be noted that within eabh pattern there are two alternate routes as to certification procedures depending upon when the student's commitment is made to the internship program.

(4) There appears to be somewhat of a nationwide trend or at least interest in the idea that all teachers should have five years of higher education as a basis for professional certification. The task of creating a fifth-year internship program and a continuing graduate study program, then, is not to be taken lightly. It can be implied that Central College must have a rich offering of graduate study courses to supplement the liberal arts undergraduate program. Not only must graduate level courses be offered to challenge the able student, but seminars in education which maintain both a theoretical and practical orientation are needed.

A further implication for the internship cynosure at Central College is the development of an adequate seminar program for interns and intern supervisors. Seminars for interns have proven to be one of the strengths of the internship idea because, when properly constituted, the theoretical background of teaching and the practical experience of the intern can be simultaneously related. Therefore, ineffective seminars, and related courses for that matter, may materially reduce the quality of a program and even make the internship pattern unacceptable as a way of preparing teachers.

Additionally, seminars for supervisory personnel from the cooperating school districts need to be developed. Many successful teacher internship programs utilize the seminar as an introduction to the duties and obligations for supervision of interns, and, on the other hand, to orientate the intern to the activities and curriculum of the cooperating school district. Many seminar programs, however, were underwritten with liberal funds from various foundations. Ultimately the seminars of this type must be designed to be a self-supporting activity and not have to rely upon outside financial support.

(5) The selection and placement of interns poses many enigmas still to be solved.

Many educators acknowledge that a good selection process is the key for a good teacher education program. Unfortunately, little criteria for predicting teacher competence and likely success has been developed. Much research is needed in this area on a national level. Standardized examinations, check sheets, and the like, have been used by many teacher training institutions with some questionable degree of success. For most programs, the initial process of selection involves a certain degree of faith in the judgment and the art of appraisal on the part of the members of the teacher training institution. Applied research in the area of determining teacher competence and probability of success is desirable for the continued improvements of teacher education programs.

Many superintendents think in terms of economy of operation and resist the acceptance of any added responsibility for teacher preparation that would result in an increased burden on the local school budget. Likewise, some principals are not willing to accept interns in their buildings because of preconceived ideas of the adverse effect interns might have on staff morale, public relations, and the instructional program. Some of these administrators, however, feel the same way about taking beginning teachers into their organization. Some teachers look askance at the internship approach, especially when the intern replaces a fully certified teacher on the staff. Undoubtedly, there are some reservations among professional people as to the practice of placing students under the direction of interns who have had little or no directed teaching experience. The need for a good program of public relation to lessen the qualms of those concerned about interns becomes obvious.

At the local school level another problem exists in the internship program. The key person in determining the quality of experience the intern receives during his period of practice can be the supervising teacher, who works with the intern daily in the school situation. Central College recognizes that the supply of capable supervising teachers is somewhat limited in a rural area. As a number of interns increase with the expansion of the internship program the need for qualified supervisors is compounded. As a result, plans are underway at Central College, with the assistance of the cooperating school districts, to develop a system of identifying and preparing high-quality supervising teachers.

RECOMMENDATIONS

The recommendations included in this section call attention to some critical areas in existing internship programs as well as to note further considerations for the prototype internship model as developed by this study. Likewise, some of these recommendations have implications for other internship programs as well as for the proposed internship program at Central College.

1. Fifth-Year Program

After perusing various teacher internship programs across the nation, this study recommends that Central College give full consideration to the development of a fifth-year internship program to supplement the proposed four-year pattern. This recommendation has connotations for other teacher internship programs which operate within a four-year structure. Fortunately, much of the procedures and plans of the prototype internship model is applicable to a five-year pattern. However, this project notes that additional study must be given to several unique structural items.

On one hand, there are strong indications for the recommendation of a fifth-year teacher internship program, possibly culminating in an advanced degree, say Master of Arts in Teaching or Master of Education. On the other hand, there are some educators who believe that the internship pattern should not necessarily be tied to a Master's degree program, claiming that additional preparation should be to develop teacher classroom competence and not for the accumulation of degrees.

Nevertheless, with the addition of a fifth-year internship program, college students would have an option of completing their certification in a four-year or five-year pattern. That is, the option of internship during the senior year with the completion of some scholastic work during two summer sessions, or the internship experience in a post-graduate year with some course work taken during summer school (see Appendix H and I). The fifth-year option would allow additional time in which to strengthen the major and/or minor teaching fields of study before taking course work in education and the internship experience. Obviously, both options indicate the need to strengthen the summer school program and the continued re-examination of the teacher education program at Central College.

Conceivably, in a fifth-year internship program there would be two segments; an advanced degree program and a non-degree program. The advanced degree program would be designed to prepare career teachers with a broad background of liberal arts education; scholarly competence in an academic discipline; a high degree of professional knowledge, as distinguished from professional skills; as well as skills in managing a classroom, working with young people, and supervising the learning process. The non-degree fifth-year program is intended to meet the needs of three groups of students who do not desire to earn a Master's degree: (1) Those persons who have completed basic certification and subject matter norms in an undergraduate program of teacher education and who seek certification in another discipline, e.g., an employed teacher who wishes to become a counselor; (2) Those who have completed a bachelor's degree at Central College, or another institution of higher learning, without meeting the requirements for an Iowa teaching certificate and who desire to be come eligible for the professional certificate at the elementary or secondary level; and (3) Those who have completed all requirements for basic certification at the elementary level and who wish to qualify at the secondary level, or those who have qualified for secondary certification and wish to qualify at the elementary level.

Additional study and faculty discussion is needed on the feasibility of the fifth-year program in relationship to a graduate degree program at Central College.

2. Cooperative Graduate Study Program

In the development of a fifth-year teacher internship program this study recommends the implementation of a series of post-graduate level courses leading to a Master of Arts in Teaching degree or a Master of Education degree. This judgment is based upon a review of established practices of some of the more successful internship programs.

One method of executing a graduate study program would be with the full cooperation of a sponsoring university. However, this study has experienced a languid attitude by various administrative personnel of the contacted universities towards the development of a cooperative graduate study program. It now appears prudent that a separate and independent study should be conducted for the purpose of establishing a working rapport with a university.

3. Research

Granted, a few internship programs have made meaningful attempts to research some aspects of the teacher internship arrangement, be it a four- or five-year pattern. Nevertheless, there still remains an urgent demand by many educators for significant zetetics in the evaluation of the teacher internship experience. Research is needed in the areas of teacher competency, professional didactics, supervision of clinical experience, as well as in sagacious examination of the internship program in relation to the traditional student teaching procedure.

On the whole, internship programs have not yet solved the problem of what type of professional education course work is most meaningful. The stress has been on action and very few programs have made any significant effort to apply research procedures in the evaluation and development of their programs. Many internship programs, in fact, have neither the resources nor the inclination to study curricular problems in detail.

It can be said that one of the crucial tasks of improving the preparation of teachers lies in the improvement of the quality of supervision which is applied during the internship phase by supervisors from the cooperating schools. It is evident that public school personnel must have additional training for the new role in teacher education created by the internship concept. This study recommends that emphasis must be given to the improvement in supervision and in the training of selected supervisors. Local school personnel must be educated concerning the value of internship programs and their contribution to teacher education. Research can aid in the development of supervisor training programs.

Many educators conceed that internship programs have had an effect on traditional teacher education by causing institutions of higher education to take a second glance at their regular teacher training programs. In some cases, such as at Central College, the sequence of professional education courses has been altered in an effort to make the concurrent with practical experience. Changes in the structure of professional courses, nevertheless, must be subtantiated and evaluated by research.

4. Program for the Training of Supervisors

Internship programs have emphasized the need for more competent and increased amounts of supervision. The public schools, generally, have acknowledged their responsibility to provide more supervision to the new interns. However, many tertiary institutions have not accepted their responsibility in providing a program of training for personnel working specifically with interns and the internship program. This study recommends the development of a program in which continued efforts will be made to identify and train supervisors from the public schools who have committed themselves to the tasks of preparing teachers on both elementary and secondary levels. Additional time and money is needed to be allocated to this important function if the quality of teacher supervisors is to be improved. This study also recommends that an independent research be given to this important phase of teacher training.

5. Summer School Programs

It is recommended that consideration be given to the development of an adequate summer school program at Central College to augment the regular academic year. The outline charts in Appendix H and I show the important relationship of the summer school session to the teacher internship program.

6. Calendar Change

This study makes no recommendation for an academic calendar change at Central College, but allows the Faculty Study Committee to exercise its own discretion in this matter. There has been little evidence uncovered by this study to indicate one particular calendar more advantageous than another in the operation of a teacher internship pattern.

SUMMARY

1. Substantive Focus of This Study

The national shortage of qualified elementary and secondary school teachers is far from any total solution. Nor can it be solved by conventional patterns of recruiting and training. Any proposed solution, of course, would be an oversimplification that has only helped obscure the full implications of the exigency affecting American schools. The enigma is not just numerical, it is far more complicated than too few teachers for so many children. The problem has not only become quantitative, but also qualitative. The question is then asked, What teacher training approach would serve best these two ends?

If one is to comprehend the rationale for new programs in teacher education, e.g. "internships", it is necessary to look beyond the problem of mere numbers and understand some of the basic elements underlying the dilemma.

First, what is often overlooked is the failure of the teaching profession to attract many of the very people whose background would enrich and intellectually challenge the profession. Among these people, for example, are many able liberal arts graduates for whom there has been no practical way of entering into a teacher training program. When burdensome course requirements hinder the consideration of a teaching career for those best qualified in the humanities and sciences, the real losers are the nation's schools. What is needed is an approach to teacher training which would allow for the development of a full liberal arts education, perhaps before the professional preparation sequence commences.

A second disparity is that many programs of teacher education have not adequately encouraged individual talents and non-imitation in the classroom. A vehicle is needed which allows creative expression and experimentation in pedagogy.

Perhaps a third shortcoming is in the area of teacher training. Education has constantly sought better ways of training personnel. On one hand, in teacher training, the neophyte is given a fragmentary and unrealistic introduction to the profession through a simulated activity traditionally termed "student teaching." Many educators customarily believe that the newcomer is ready to teach when this quasi-teaching experience, along with certain sagacious and academic requirements, has been completed.

On the other hand, one of the most outstanding developments in didatics and one of the most promising programs in teacher education designed to develop competency has been the growth of the internship program as an integral part of the preparation process. Such programs significantly break with traditions and stereotypes of the past by abandoning the old concept of student teaching as a too brief, a too passive rehearsal for hopefully what will be a constantly developing lifetime career.

Underlying a general recognition of the importance of practical experience is an awareness of the gap between what the aspiring teacher can learn in college classes and actual situations confronted as a tyro-teacher. And this gap, perhaps, is one of the major concerns of any teacher education program.

Over the years many devices, innovations, and procedures have been contemplated to bridge the gap between theory and practice. Yet none of these devices has sufficed to insure a smooth induction of the beginner into teaching. And, thus, in the most recent period many institutions have experimented with some form of internship programs.

The advocacy of an internship in the preparation and induction of teachers is hardly new to education in America, nor have earlier attempts to install it been lacking. In the past, unfortunately, there were too many instances in which the internship program was an expedient used to justify exploiting beginning teachers. As a result the internship fell into disfavor among some educators.

In both the older and newer internship programs, the specific provisions have varied so widely that it will be helpful to make explicit what may be denoted by the term. In this study a contemporary internship means an adequately supervised, partial to full-time salaried teaching experience in a realistic synthesis which follows an organized program of formal instruction in pedagogy, and precedes full certification at the elementary or secondary level. Additionally, an internship program may be designed for students with little or no previous work in education and may combine a fifth-year graduate study program leading to a second degree.

The recent history of teaching internships is at least best confused by conflicting definitions, poor financing, loose alliances between public schools and colleges, and inconsistent experimentation. Occasionally it is regarded simply as an alternate route toward teacher certification. In a few states, it is to be noted, internship is merely a new label for full-time student teaching.

In some colleges, the internship program is being used to consolidate the teacher education program. Then again, other colleges offer internship as a substitute for student teaching and operate both programs. A majority of the institutes of higher education use the internship as a fifth-year plan for students choosing teaching careers after completing an undergraduate degree. Many institutions have glorified internship, with graduate level credit. To complicate matters, there are some internship programs which lack adequate guidance, competent supervision, and a professional approach. Fortunately, however, the picture is not all bleak. Several institutions of higher education have devised good programs based on sound judgment.

The internship program as a means of teacher training provides opportunity to clinically prepare the beginning teacher in the complexities of the teaching art. It is a period for development beyond student teaching. It allows extended time and associations with professionals in field settings so that teachers can better understand and apply the act. Perhaps another central purpose is the provided opportunity for each intern teacher to intelligently formulate self-regulating personal and professional decisions in a true teaching environment, as opposed to the traditional pseudo-situation. As a preparation process, the internship pattern has become an essential part of teacher education programs in many large universities.

There has not been, however, a model of internship created for the small liberal arts colleges that produce many elementary and secondary teachers for the nation's schools. The problems of structuring an instructional model of academic or education course areas for a period of internship have been difficult to surmount especially in a rural region.

Obviously, the above mentioned problems are not easily resolved through any one method or program. In solution, any new pattern of teacher education must address itself to questions of quality as well as quantity. Thus, in the interest of exploring new patterns in teacher education this study is concerned with the development of a model internship program in elementary and secondary teacher education. This model attempts, therefore, to articulate a small liberal arts college in a rural environment to the non-urban public school system.

Further, this study should not be interpreted as an uncritical advocacy of internship as an answer to all teacher education problems as many educators believe that there are no panaceas in education, especially in the area of teacher preparation. All variations in the preparation of teachers have their unique advantages and disadvantages, and of course, all have their problems. However, the internship program offers advantages that far out-weigh the disadvantages in the continuing search for more adequately prepared teachers for our nation's classrooms.

2. Objectives

The development of a paid, fourth-year internship teacher education program at Central College began as a result of a recognized need for improvement in teacher education. Central College's internship program was designed to achieve several desired ends. Chief among these were: (a) to establish a teacher education program utilizing the framework of a paid, fourth-year internship; (b) to improve induction into teaching; (c) to develop a joint responsibility for teacher education among public schools, the College, and the State Department of Public Instruction; (d) to improve teaching skill and competence of the tyro teacher; and (e) to create a model for a cooperative graduate study program between a small liberal arts college and a large university.

Many educators believe that an internship program is an important direction for the future, provided such a program seeks constantly to improve the quality of teacher education. This necessitated the creation and implementation of an internship model for both the elementary and secondary teacher education programs which would serve as a paradigm for emulation by other small liberal arts colleges.

One minor objective was to involve the entire faculty at Central College in a re-study of the present teacher education program; to work out the internal snares of course offerings, weekly schedules, and an annual calendar created by the implementation of an internship program.

Another subordinate objective was to bring together administrative officials and faculty from surrounding school districts into a cooperative pattern with Central College. Such exploratory meetings would deal mainly with a critique of the prototype presentment, possible problems created by interns and the internship pattern, as well as practical policy decisions produced by the new teacher training program.

3. Procedures

In order to establish at Central College a new teacher education pattern which would utilize the framework of the paid, fourth-year internship program, certain preliminary steps have been taken.

A. Faculty Study Committee

A special Faculty Study Committee was appointed to re-study the teacher education program. This committee, along with the Director of Student Teaching, was responsible for the examination of the current teacher education program, to propose new offerings appropriate to an internship pattern, to outline a new college calendar within which the intern can meet all requirements in four years, to work out all plausible conflicts between the demands of teacher education courses and the demands of the student's major sequence of academic courses. The appointed Committee took the lead in presenting the new plan to the entire faculty for study and approval.

B. Director of Student Teaching

The appointment of a Director of Student Teaching for the investigation, study, development, and supervision of the proposed internship program was necessary to reach the objectives of this study.

C. Development of a Prototype Model

Some of the most articulate members of the Faculty Study Committee were assigned to the Director for the preparation of a document to summarize the steps taken, the problems faced, and the apparent advantages gained by the shift to a new program in teacher education. This document would be the primary resource in presenting Central College's experience in the study of internship programs, and would serve as a model for other small liberal arts colleges.

The following activities were considered essential for the development of a prototype model:

(1) Survey of Literature and Related Research

A critique of available literature on internship programs and a perlustration of related research was conducted by members of the Department of Education for the establishment of background knowledge and to detect current trends of internship programs. Rationally, it is to be noted, that little intensive research has been conducted in reference to the training of teachers through internship programs in a rural area.

(2) Survey of Internship Programs

A canvassing of active internship programs was undertaken. Many colleges and universities with internship programs were postal surveyed and thirty-nine institutions assisted this study by supplying relevant data regarding their programs.

In addition, on-campus visits to eleven teacher education institutions for first-hand examination of internship programs were undertaken. Critical dialogue with personnel responsible for the design, administration, and daily operation of an active program was emprised.

(3) Field Consultants

The advice and counsel of select personnel active in teacher internship programs were needed to guide the development of the prototype cynosure. Such expertise was available from consultants in the field.

D. Series of Conferences

A series of on-campus, exploratory conferences was needed to collate into a cooperative arrangement the staff of Central College, consultants, superintendents, principals, faculty, and representatives from school boards of education to discuss the proposed teacher internship program, to enlist support, to work out structures and policies. The on-campus conferences were supplemented by visits of staff members from Central College to the various school systems, both public and non-public, who wished to become participants.

E. Cooperative Planning with a University

The Dean of the College and the Director of the Student Teaching program attempted to establish dialogue with several major universities for a cooperating graduate study program utilizing the internship setting as part of the graduate level work. Hopefully, the cooperative program would explore the possibilities of shared staff, of student research or independent study into educational problems, of shared facilities and research resources. The major university, in a cooperative type approach, would be of considerable assistance and guidance in Central College's effort for proper accreditation of a graduate level program.

4. Results

Even though the contract for this exploratory study has been terminated, the internship program at Central College is considered to be in the process of evolution while being developed as an integral part of the teacher education program. Complete germination should occur during the spring of 1968.

The internship program has its own unique characteristics which were the result of adaptation of selected facets from many operational intern programs to the College's needs and local school district requirements in a rural area.

The prototype teacher internship program was submitted to review and revision by various consultants. In addition, the newly developed teacher education program along with the proposed internship program has been approved by the faculty.

The results of this study are primarily based upon the critique of available literature and related research; a survey of existing internship programs including first-hand observations of selected programs; dialogue with field consultants; and discussion held during the sundry conferences with consultants, school superintendents, principals, teachers, interns, representatives from the Iowa State Department of Public Instruction, and the Iowa State Education Association.

This study, along with attached appendix materials, should serve well as a model for other small liberal arts colleges desiring to develop a quality teacher education pattern that incorporates a paid fourth-year teacher internship program. The managerial strategies applied in the development of this study were fruitful in many ways.

A. Faculty Study Committee

One major conclusion drawn from this study was that the establishment of an instructional model--including courses, experiences, and resources--was not only realistic, but well within the capabilities of the faculty and administrators at Central College. The work the Faculty Study Committee which generated an all-faculty interest in the general analysis of the total undergraduate curricular program was a significant oblation. The willingness of the faculty to participate in a self-study of course requirements and course sequence indicated a permissive attitude to permit needed change to occur. In this open-minded environment the Faculty Study Committee was able to function and wrought curricular improvements in the teacher education program as well as in many other disciplines.

The specific reorganization of the teacher education program was considered to be an important change. The reorganization included the crystalization of new concepts in curriculum with associated restructuring of course offerings, and the long-range development of an internship program in the teacher training pattern.

This process of change by no means was easy, nor is it considered to be complete. Possible alterations to courses and the school calendar are still under continuous scrutiny and consideration by the Committee so that maximum potential for a year of intern teaching will exist at Central College.

The Faculty Study Committee has expressed its awareness of some internal snares of academic course offerings that must be resolved before an internship program can become fully operational.

B. Director of Student Teaching

The appointment of a Director of Student Teaching was effected and the Director has assumed the responsibility for the continued investigation, study, development, evaluation, leadership, and supervision of the proposed teacher internship program at Central College.

C. Development of a Prototype Model

A conceptual model of an internship program was developed and presented to the exploratory teacher internship conferences for review and edification. The second draft of a prototype model is currently being revised after its presentation and critique at the second exploratory conference. The second draft is attached as Appendix A.

The study of internship programs across the nation (see Appendix B and C) revealed intern patterns being conducted under varied national and regional conditions. Where internship programs have developed, each institution has created its own pattern. It became evident that Central College, along with the cooperating school districts, must develop plans for an internship program that was adapted to the circumstances in a rural area and to available resources rather than copy one particularly successful internship program. Internship programs, as packages, are not exportable.

Still to be taken into consideration is the fact that the prototype model needs to be field tested under full operational conditions; i.e., the program that has been developed in theory now requires the practical application.

(1) Survey of Literature and Related Research

A critique of available literature on internship programs and a perlustration of related research was conducted by members of the Department of Education. The culled data established a comma area of references from which various staff members and the Faculty Study Committee could operate.

Some historical and background knowledge was available through readings in professional publications. Books on teacher internship programs are scarce and only now are being written. However, all colleges and universities publish brochures and pamphlets regarding their particular internship program. These publications are regional interpretations of what constitutes an internship pattern. Little intensive research has been conducted in reference to the training of teachers through internship programs in a rural area.

(2) Survey of Internship Programs

The postal survey of active internship programs (see Appendix B), for the most part, indicated that the conceptual internship patterns are under the guidance of large institutions, seem to be highly individualistic in design, and are orientated to urban school districts. Accordingly, as each program was constructed to serve local needs, no national pattern or common procedure was evident.

On the whole, all internship models seem to employ certain chief components: all have theoretical bases for developing intern teaching during an extended period of time; the use of a local, urban community base; the provision of resources from the university staff and school district personnel; all have adequate arrangements for supervision of interns; all maintain a firm liberal arts foundation; and all emphasize instruction in the process of education with direct relationships to clinical experience. The creation, implementation, and testing of other internship models for rural regions is sorely needed.

In addition, one survey included on-campus visits to eleven teacher education institutions for first-hand examination of intern programs (see Appendix C).

(3) Field Consultants

Suggestions for improvement of the developing prototype internship model by field consultants was considered essential. As the internship program developed the field consultants were able to guide the study through some of the difficult passages.

Additionally, professional organizations, such as the Iowa State Education Association, were solicited as to their reaction and sanction. As no teacher internship program is fully operative in the State of Iowa, approbation from professional bodies was deemed sagacious.

D. Series of Conferences

Several major College staff conferences were conducted, mainly under the direction of the Faculty Study Committee. These internal conferences were a series of meetings with various faculty members sharing opinions and reactions concerning a potential teacher internship pattern, with overtones of possible curriculum and calendar changes. They were held from October 1966 to March 1967. In addition, other informal, unstructured discussions of issues within departments have taken place. During the January Central College faculty meeting the foundation was laid for impending change in the pattern of teacher education by the presentation of a paper on the internship concept (see Appendix D).

A major consideration focused upon the local schools, whose understanding, support, and commitment was vital to success in this study. Two exploratory conferences on the teacher internship model were organized (see Appendix E and F). Representatives of the Central College faculty established initial contact with school administrators, through group meetings to explain the goals, elicit support, and to cooperatively plan for internship implementation. The on-campus conferences were supplemented by visits of staff members from Central College to the schools who wished to become involved. School districts which were considered "local" to Central College and were invited to participate in this study are listed in Appendix E-3 and F-3.

Several local school districts expressed a desire to participate immediately in an internship program with Central College (see Appendix G), while other districts indicated an interest in the program and would like to cooperate sometime in the future.

The Iowa State Education Association was represented at the exploratory conferences and strongly endorsed the efforts of Central College in the development of an internship proposal. In addition the State Department of Public Instruction was represented and pledged support in the development of a suitable certification code to permit intern teachers to teach in the Iowa public and non-public schools. It was gratifying to those involved in this study to receive the strong support of the representatives of these two organizations.

The overall spirit of cooperation, interest, and support by the representatives of the schools surpassed the most optimistic views held by those members involved in this study. It was noted that many public school administrators shared Central College's concern for improving teacher education through the organization of an internship program, desired to work closely with the College in preparing teachers, were willing to be flexible in meeting the needs of individual students, and willing to make the necessary commitment to carry on a cooperative teacher training program of the nature proposed.

E. Cooperative Planning with a University

It is the puissant belief of many people concerned with this study that initiating a cooperative graduate study program is one of the most practical procedures to the eventual development of an independent graduate program at Central College.

The development of a cooperative graduate study program between Central College, a small liberal arts college, and a large university has proven to be a formidable task. Firm working relationships regarding graduate programs were difficult to establish, and the large universities were reluctant to commit time, staff, and finances.

Efforts were made to devise a cooperative program between Central College and Michigan State University or University of Iowa. In spite of time and effort expended Central College has been unable to obtain a commitment, nor a rejection, from either University. Nevertheless, renewed efforts are being made by Central College to continue discussions for the development of a graduate program.

5. Highlights of Findings

The internship can foster a flexible partnership for supporting the practicing intern--a total-college faculty team, coupled with the school district personnel--a team which is able to respond to demands for a meaningful education with a blend of theory and practice. The active participation of school staff members in certain phases of the program guarantees a realism and a practicality which is sometimes lost when college professors work in isolation. A truly cooperative preparation program, involving the public schools as full partners in the process of teacher education, can help provide better equipped teachers to meet the challenges of education in a modern society. It might be added that the internship idea will endure only if its potential is recognized--its potential for innovation, for experiment and research, in a clinical environment--a fully supported program by all levels of education.

A. Favorable Characteristics of an Internship Program

The study revealed that an internship program must have a degree of flexibility so as to provide for varying conditions of the College, local school systems, State certification requirements, and the individual differences of interns.

The well-planned and effective internship program has many distinguishing characteristics, all of which are designed to augment the purposes of the intern's assignment. Available research indicated that the framework of internship gave the time, opportunity, and resources for beginning teachers to develop the best exemplary behaviors of teaching.

Another objective of the internship program is for integrating the content of professional education and practice in didactics into a meaningful experience for the teacher-to-be. The intern learns to translate sound education theory into practice. It was indicated in the critiqued literature that internship programs tend to provide a foundation of understanding for the trainee based upon the various disciplines that contribute to insight into human relations, social organization, and teaching effectiveness. The teaching interns also saw the relationship between daily activities and both long-term and short-term goals earlier in the school year.

As it was developed at Central College, the teaching internship is looked upon as a form of clinical experience which holds promise of being more effective than any other procedure in developing the high-level skills required of teachers.

Some advantages to the student of the internship program over the traditional student teaching program have been reported as greater experience with the total school program, its orientation procedures, community activites, the study of pupils, and professional activities. The internship program provides the student with a more realistic experience and meaningful involvement in all aspects of the school program.

A number of questions have been raised as to the effectiveness of the teaching internship experience as compared with the traditional way of introducing new members into the teaching profession. Various interviews by the Director with superintendents, principals, supervising teachers, teachers, and interns were held regarding the induction of the teachers into teaching through the internship route. It was the consensus of the interviewed educators that the internship was seen as a potentially more effective way of providing the period of practice required for induction of new members than the various patterns of "student teaching" which have been in operation.

Much of the critiqued literature revealed that the internship program has proven to be a distinctly valuable method of preparing teachers. For example, it was noted that interns experimented more with different teaching styles as they went through the process of identifying and discovering their own teaching style. There was some evidence that the teaching interns developed their competencies in planning, implementing, and evaluating the instructional program more quickly than the regular first-year teacher.

Additionally, principals and supervising teachers generally stated that the intern not only developed his teaching skills faster than a first-year teacher of comparable potential, but also developed them at a higher level by the end of the first complete year of the teaching.

B. College-School District Cooperation

The teacher internship program accentuates functional cooperation between the College and the local public (or non-public) school district in the preservice professional preparation of teachers. The teaching internship program provides opportunity for a kind of clinical experience which is planned cooperatively in terms of a responsibility-sharing agreement between the public schools and the teacher preparation institution. One strength of an internship program is the close collaboration between the schools and the College in which pluralism in teacher education is recognized as a desirable goal.

C. High Quality of Supervision

A study of the teaching internship programs reveals that one key element in every internship program has been the high quality of supervision provided jointly by the College and the school system in the teaching phase of the program. Adequate supervision was considered one cornerstone for a successful internship program.

Among the programs studied the method of intern supervision was provided in a variety of ways. Likewise the degree of supervision also varied. There was little agreement on the best procedure; no one pattern of superior supervision had emerged from internship programs. Thus appropriate supervision can be provided in a variety of ways.

D. Selection of Persons for the Internship Program

The study of internship programs has demonstrated that liberal arts students present substantially greater academic preparation and were excellent candidates for entering teaching careers via the internship route.

The teacher training institution responsible for training the intern assumes considerable responsibility in the selection of interns. A careful study and evaluation of students by the teacher training institution have proved of immeasurable value in improving the quality of intern candidates. The personal interview seemed to be one of the most frequently used techniques. Additionally, the study revealed that self-selection was an important factor in the selective process for interns.

Many educators have acknowledged that a good selection process is the key for a good teacher education program. Unfortunately, little criteria for predicting teacher competence and likely success has been developed. Much research is needed in this area on the national level. Standardized examinations, check sheets, and the like, have been used by many teacher training institutions with some questionable degree of success. This study observes that research in the area of determining teacher competence and probability of success is desirable for the continued improvements of teacher education programs.

This study of internship programs further notes that the percentage of failures in internship training has been low in some programs and high in others. A high failure rate would indicate the need of better criteria for selecting interns and the need for better screening techniques. Selection was especially important, the study revealed, since the success of a program could be the results of the quality of the person involved rather than the program itself.

E. Innovation in Teacher Education

Many educators indicated that the internship approach provided a much needed opportunity to pioneer and experiment; brought fresh ideas and new concepts into teacher education.

As the concepts of the paid teaching internship pattern are better understood, it is expected that the internship idea will continue to compel the re-examination and the re-evaluation of certain areas of responsibility in the professional preparation of teachers; namely, the traditional teacher training program, student teaching modes, courses dealing with the didactics or methodology of teaching, courses considering the role of behavioral psychology in education, and courses considering the school's role in society.

F. Unfavorable Characteristics

The internship program is not to be considered a panacea for the many ills in teacher preparation programs. Many authorities agree that there is much worth to the internship approach, also there are some disadvantages. Although it is implied that the advantages far outnumber the disadvantages, there are some problems common to the internship type of program which were studied.

Under criticism, is the concept of gradual induction into the act of teaching. There appears to be a number of problems to be solved in attempt to provide meaningful and adequate pre-internship practice teaching. Some internship programs have no practice teaching experience before the internship exposure. Most educators agree that an intern should have a period of practice teaching before encountering the difficulties of a beginning teacher. It was indicated that "student teaching" was especially valuable for the elementary school intern, more so than for the secondary school intern.

School administrators and educators cited the need of top-flight supervision of the intern. Where adequate supervision was lacking, the program was doomed to fail. Since the method and the amount of supervision varied among the different internship programs, it became necessary for the training institute and the school district to decide on the best method of supervision.

In many internship programs, school administrators are enthusiastic about the internship as a means of recruiting good teachers. This appears to be perfectly legitimate and has worked out well in many situations. Nevertheless, internship programs, to have their fullest usefulness, should not be used primarily as a recruitment device for a school system. Where they have been the experience has been unsuccessful.

6. Specific Recommendations

The recommendations included in this section call attention to some critical areas in existing internship programs as well as to note further considerations for the proposed internship program at Central College.

A. Fifth-Year Program

After perusing various teacher internship programs across the nation, this study recommends that Central College give full consideration to the development of a fifth-year internship program to supplement the proposed four-year pattern. This recommendation has connotations for other teacher internship programs which operate within a four-year structure. Fortunately, much of the procedures and plans of the prototype internship model is applicable to a five-year pattern.

There are strong indications for a fifth-year teacher internship program culminating in an advanced degree, say Master of Arts in Teaching or Master of Education. Then, there are some educators who believe that the internship pattern should not necessarily be tied to a Master's degree program, claiming that additional preparation should be to develop teacher classroom competence and not for the accumulation of degrees.

Nevertheless, with the addition of a fifth-year internship program, college students would have an option of completing their certification in a four-year or five-year pattern (see Appendix H and I). Obviously, both options indicate the need to strengthen the summer school program and the continued re-examination of the teacher education program at Central College.

Additional study and faculty discussion is needed on the feasibility of the fifth-year program in relationship to a graduate degree program at Central College.

B. Cooperative Graduate Study Program

There is some evidence that the internship type program usually cannot be successfully completed in the traditional four years of college study, but may more nearly be realized through an undergraduate liberal arts program followed by graduate study leading to the Master's degree. Many of the internship programs which were studied were of the fifth-year type programs. Some programs terminated with the awardation of a Master's degree, while other programs did not.

In the development of a fifth-year teacher internship program this study recommends the implementation of a series of post-graduate level courses leading to a Master of Arts in Teaching degree or a Master of Education degree. This judgment is based upon a review of established practices of some of the more successful internship programs.

One method of executing a graduate study program would be with the full cooperation of a sponsoring university. However, this study has experienced a languid attitude by various administrative personnel of the contracted universities towards the development of a cooperative graduate study program. It now appears prudent that a separate and independent study should be conducted for the purpose of establishing a working rapport with a university.

C. Research

A few internship programs have made meaningful attempts to research some aspects of the teacher internship arrangement. Nevertheless, there still remains an urgent demand for significant zetetics in the evaluation of the teacher internship experience.

Research is needed in the areas of teacher competency, professional didactics, supervision of clinical experience, as well as in sagacious examination of the internship program in relation to the traditional student teaching procedure.

On the whole, internship programs have not yet solved the problem of what type of professional education course work is most meaningful. The stress has been on action and very few programs have made any significant effort to apply research procedures in the evaluation and development of their programs. Many internship programs, in fact, have neither the resources nor the inclination to study curricular problems in detail.

One of the crucial tasks of improving the preparation of teachers lies in the improvement of the quality of supervision which is applied during the internship phase. This study recommends that emphasis must be given to the improvement of intern supervision, and in the training of selected supervisors. Local school personnel must be educated concerning the value of internship programs and their contribution to teacher education. Research can aid in the development of supervisor training programs.

It is conceeded that internship programs have had an effect on traditional teacher education by causing institutions of higher learning to take a second glance at their regular teacher training programs. In some cases, such as at Central College, the sequence of professional education courses has been altered in an effort to make the concurrent with practical experience. Changes in the structure of professional courses, nevertheless, must be substantiated and evaluated by research.

The teacher internship program provides the opportunity for experimentation and demonstration in teacher education. Thus, as the internship approach is integrated into the teacher training program at Central College it becomes necessary to establish research procedures for evaluating the experimental prototype internship model. Also, it becomes necessary that techniques and instruments for proper evaluation be developed. Consultation with administrative personnel of other internship programs did not indicate one best procedure and evaluative technique that could be emulated. The need for research to serve as a guide in the developmental phase of the program as well as in the on-going phase of the program is extremely evident.

D. Program for the Training of Supervisors

Internship programs have emphasized the need for more competent and increased amounts of supervision. The schools, generally, have acknowledged their responsibility to provide more supervision to the new interns. However, many tertiary institutions have not accepted their responsibility in providing a program of training for personnel working specifically with interns and the internship program. This study recommends the development of a program in which continued efforts will be made to identify and train supervisors from the public schools who have committed themselves to the tasks of preparing teachers on both elementary and secondary levels. This study also recommends that additional time and money be allocated to this important function, if the quality of teacher supervisors is to be improved.

E. Seminars for Interns

A further implication for the internship cynosure at Central College is the development of an adequate seminar program for interns and intern supervisors. Seminars for interns have proven to be one of the strengths of the internship idea because, when properly constituted, the theoretical background of teaching and the practical experience of the intern can be simultaneously related. Therefore, ineffective seminars, and related courses for that matter, may materially reduce the quality of a program and even make the internship pattern unacceptable as a way of preparing teachers.

F. Summer School Programs

It is recommended that consideration be given to the development of an adequate summer school program at Central College to augment the regular academic year. The outline charts in Appendix H and Appendix I show the important relationship of the summer school session to the teacher internship program.

G. Calendar Change

This study makes no recommendation for an academic calendar change at Central College, but allows the Faculty Study Committee to exercise its own discretion in this matter. There has been little evidence uncovered by this study to indicate one particular calendar more advantageous than another in the operation of a teacher internship pattern.

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GLOSSARY

COLLEGE SUPERVISOR: A staff member of Central College who regularly visits, observes, and evaluates intern teachers.

COOPERATING SCHOOL DISTRICT: A school district which agrees to cooperate with Central College on the placement, supervision, training, and salarying of intern teachers.

DIRECTOR OF STUDENT TEACHING: The supervisory and administrative head of traditional student teaching as well as internship teaching at Central College.

INTERN: A teacher whose teaching assignment and in-service professional growth program can form to an internship plan which is coordinated between Central College and a public school system. Such a plan allows the application of theory to actual, varied practice; provides for a major portion of the day, for a full school year, with joint supervision by the College staff and school district personnel, and with a partial to full salary.

INTERNSHIP: A contemporary definition of internship will mean an adequately supervised, partial to full-time salaried teaching experience in a realistic synthesis which follows an organized program of formal instruction in pedagogy, and procedes full certification at the elementary or secondary level.

PRACTICE TEACHING: A term sometimes used to designate only those activities involved in actual teaching by a student teacher, as contrasted with student teaching, which may include observation and participation as well as practice teaching.

PROFESSIONAL CERTIFICATE: The standard grade of certificate identifying the holder as a fully-qualified teacher who has completed the full requirements of professional training beyond that required for the temporary certificate; has completed the Teacher Education Program of Central College, received the bachelor's degree, and fully met the State of Iowa requirements for teacher certification.

STUDENT TEACHING: Observation, participation, and actual teaching done by a student preparing for teaching under the direction of a supervising teacher; part of the preservice program offered by a teacher education program.

SUPERVISING TEACHER: Are experienced teacher employed in the local school system to work with and supervise college students during their internship experience.

TEMPORARY CERTIFICATE: A short-term teaching license, issued to a teacher who meets certain minimum standards; below the professional level.

APPENDIX A

A TEACHING INTERNSHIP PROGRAM FOR CENTRAL COLLEGE
(Second Draft)

I. Purpose of Implementing the Teacher Internship Program

A teacher preparation program which includes an internship phase is being considered for implementation at Central College because of its promise as an effective means of developing the desired teacher competencies. The primary advantages assumed of preparation programs including an internship are: (1) the opportunity to bring educational theory and classroom practice into a closer functional relationship, (2) to provide for the development of professional skill through sustained practice under the guidance and supervision of competent public school and college supervisors, (3) to make the transition into teaching smoother and more effective, and (4) to provide more opportunity for the student to acquire more depth in general education and in his specialization area. These opportunities, provided by the internship program, also are sought by planners of more typical or traditional teacher preparation programs. These opportunities are difficult, if not impossible, to achieve in typical programs because of the minimum time students can be scheduled for practicum experiences in the public school while pursuing their college education, and because the practice should extend over a prolonged period of time--a period of sufficient length that the student can assume total responsibility for the instructional program of the class from the time of its initial meeting until it is culminated.

II. Nature of the Teacher Education Program Which Includes a Teaching Internship

A. The teacher preparation program for either secondary or elementary teachers, at Central College, is a planned program which would include an internship alternative. The internship is considered to be one desirable aspect of the professional education of the teacher. The total program includes provisions for (1) general education, (2) specialized education in subject matter area or areas to be taught, (3) professional education and (4) internship teaching.

B. Some basic beliefs about teacher education which undergird the teacher education program are:

1. Education is of such significance to our society that the best recruitment, selection and retention practices should be constantly employed to attract able persons to teaching.

those interested in the upper elementary grades, extra courses in science and mathematics are recommended.

Thus, certification for elementary teaching is granted to those who meet the various requirements, including completion of the specified professional and subject-matter courses.

3. Professional Education
The professional education requirements for both the four-year regular and the program including a period of internship for the elementary teacher are indicated in Table I.

The student must decide whether he will follow the regular four-year program or select the internship alternative. If he selects the internship alternative, he follows the four-year or five-year program shown on Chart I and II.

B. Five-Year Secondary Teacher Education Program

1. Minimum Education Requirements
For prospective secondary teachers, the program calls for a regular college major combined with a teaching major in the candidate's main teaching field, plus the education courses which are needed for a teacher's certificate for junior or senior high school teaching.

2. Specialization
The specialization required to teach in a given content field is determined by the state certification norm developed for that field and the requirements for a major in that field. At Central College the number of semester hours required for a major varies according to the field of study. Both the student's major advisor and the Department of Education are responsible for seeing that the student meets the state norms as well as the major requirements.

3. Major Area Requirements
A major consists of twenty-four to thirty-six semester hours of prescribed courses in a single field of interest, with a maximum of forty semester hours in one field being applicable to the graduation requirement of 120 semester hours. A minor field of study consisting of twelve semester hours in a field related to the major field is also required.

preparation.

The college also offers a Bachelor of Music (in School Music) degree which is designed to qualify a person to become a Supervisor of School Music under the requirements of the State of Iowa. This is the five-year program, at the conclusion of which both the Bachelor of Arts and Bachelor of Music (in School Music) degrees are granted.

Central College prepares students for the Professional Certificate in either elementary or secondary teaching and at the same time provides for them a solid foundation in the liberal arts. It does not offer a major restricted to professional education courses but requires every candidate for the Bachelor of Arts degree to complete forty-eight semester hours of general liberal arts.

All teacher education curricula allow the student to follow the pattern of general education which is presecribed for all candidates for the Bachelor of Arts degree. The minimum general education requirements are seen as means of implementing the "Aims and Purposes" of the College.

These requirements, as described in the Central College Catalog, are as follows: English composition, three hours; fundamentals of speech, one hour; world civilization, six hours; world literature, six hours; natural science, eight hours; social studies, six hours; fine arts, four hours; Bible, six hours; philosophy, three hours; foreign language, twelve hours, and four semesters of physical education, non-credit.

The minimum general education requirements are shown in Table I.

A. Elementary Teacher Education Program

1. Minimum Education Requirements:
   For prospective elementary teachers, the teacher education program provides a college major in elementary education consisting of twenty-four semester hours of specified professional courses offered by the Department of Education.

2. Specialization:
   The elementary teacher must be knowledgable in the broad fields commonly encompassed in the elementary school curriculum--language arts, social studies, science, mathematics, art, music, physical education, and health. For those expecting to teach in kindergarten or the lower grades, appropriate courses in elementary school art and elementary school music are provided, but for

2. A broad liberal education is basic for the teacher both as a person and as a teacher.

3. The education of the teacher, regardless of the level at which his teaching will be done, should include a scholarly mastery of the subject matter area or areas in which he will teach. The elementary teacher must become knowledgable in the broad fields commonly encompassed in elementary school curriculum--language arts, social studies, sciences, mathematics, art, music, physical education, and health.

4. There should be sufficient program flexibility to permit a student to pursue an interest and achieve depth in some one discipline.

5. The application of knowledge is a primary characteristic of a profession and this application can best be developed through study paralleled by laboratory experience in observing and working with children.

6. Professional studies should be introduced early and continued throughout the prospective teacher's college prepratory period. Or, a second alternative, general education should be emphasized during the first four years and professional education during the fifth year.

   a. Teaching experience should be a prerequisite to completing a five-year study program.

   b. The five-year curriculum should be flexible. It should be planned carefully with each student in view of his interests and professional ambitions.

7. Some student teaching experience should be a prerequisite to internship or teaching in a school district.

8. Prospective teachers should be provided with continuing counseling throughout their pre-service preparation.

9. Experimentation, periodic evaluation, and modification of the program as needed are characteristic of a dynamic teacher preparation curriculum.

III. Curricula for Teacher Education

Central College offers the Bachelor of Arts degree with preparation available for both elementary teaching and secondary teaching. Four years is the normal length of time required for earning the Bachelor of Arts degree. No provision is made for obtaining a teaching certificate with less than the usual four years (120 semester hours) of

The teaching majors and minors for which one may qualify at Central College, with the semester-hour requirements for each, are as follows:

Field or Subject	Major	Minor
All High School English	30	
Ninth and Tenth Grade English		18
American Literature		18
English Literature		18
Speech	30	21
General Homemaking	30	20
French	30	18
German	30	18
Latin	30	18
Spanish	30	18
All High School Mathematics	30	18
All High School Science	36	
Biology		18
Chemistry		18
General Science		20
Physics		18
Physiology		18
All High School Social Studies	36	
Economics		18
Geography		18
American Government		18
American History		18
World History		18
Sociology		18
Bookkeeping		18
Business Law		18
Business Training		18
Art, Secondary, Full-time	30	
Art, Elementary-Secondary, Full-time	30	
Art, Secondary, Half-time		18
Art, Elementary-Secondary, Half-time		18
Music, Secondary, Full-time	36	
Music, Elementary-Secondary, Full-time	36	

Music, Secondary, Half-time		18
Music, Elementary-Secondary Half-time		21
Physical Education, Secondary, Full-time	30	
Physical Education, Elementary-Secondary, Full-time	30	
Physical Education, Secondary, Half-time		18
Physical Education, Elementary-Secondary, Half-time		21

4. Professional Education Requirements
The four-year or five-year teacher preparation program with a teaching internship phase must include the minimum requirements for recommendation for the professional certificate. Thus, certification for secondary school teaching requires the completion of twenty semester hours of student teaching experience. The student must also attain proficiency in the subject-matter fields in which he is to teach.

For purposes of clarity, these areas of major and minor subject-matter concentration for certification purposes are locally termed "teaching majors" and "teaching minors" to distinguish them from college majors and minors, which may or may not meet the certification requirements. Completion of a teaching major entitles the student to teach all of the secondary school subjects commonly offered in the field in question, and completion of a teaching minor typically qualifies him to teach a single subject. In every case, these standards equal or exceed those of the State of Iowa and of the North Central Association of Colleges and secondary Schools.

Tables III and IV show two suggested programs designed to meet certification requirements while pursuing a Master of Arts in Teaching degree. Whether or not Master's degree requirements are met by either of these programs depends upon the degree sought.

IV. Standards and Methods of Selecting Cooperating School Districts

A. Criteria for Selection

The internship phase of the teacher preparation program takes place in a public school setting. The quality of the internship experience is largely determined by the quality of the instructional program, the competence of the school staff, and its commitment to the preparation of teachers. Criteria for the selection of public schools to cooperate in the program are:

1. An instructional program of recognized quality in which interns can be placed.
2. A willingness to participate on the part of the school distirct and the particular school in which an intern may be placed.
3. A willingness to cooperatively develop a set of working agreements with Central College covering all major aspects of the internship program.
4. The location of the school district and ability of Central College to provide adequate supervisory assistance to the intern.

B. Cooperating Agencies

Teaching interns will be placed only in the school districts which will promise necessary and adequate supervision. However, the professional staff of Central College will carry out additional intern supervision, work with the cooperating schools in maximizing the quality of the experience, and provide seminars for interns on campus. Interns also are able to take advantage of the College's library resources, as well as the instructional resources of the school districts. School districts would be considered only because of the contribution they can make to the preparation of the teacher.

Since the internship program is conceived to be a joint effort of Central College and the participating school districts in which the interns are placed, a coordinating council consisting of representatives from the participating school districts, the State Department of Public Instruction and Central College serves to develop and adapt procedures related to the implementation of the internship program.

V. Agreements Reached Between Central College and the Cooperating School District for the Internship Program

Described below are the agreements concerning procedures and relationships which each part, Central College and the school district, feel are necessary to provide the most effective and beneficial clinical experience possible for students preparing to teach through the internship program.

A. Recruitment, Selection, Recommendation for Certification

1. Recruitment

Persons likely to meet the selection requirements for the teaching internship will be recruited from all academic areas of the College, from candidates suggested by school districts, and from institutional placement bureaus and counseling offices throughout the state and nation. Specifically, aids and sources for recruitment will include:

a. Faculty of undergraduate schools and departments
b. Student body of the institution
c. Other teacher education programs within the institution
d. Graduate of other colleges and universities
e. Former interns
f. Institutional placement bureaus

2. Selection

a. Application

The initial inquiry to enter the teaching internship program is made to the coordinator of student teaching and internship. During this inquiry, information describing the program is given and, if the candidate appears to meet the criteria for selection, he is encouraged to make formal application and establish a file of personal data required for screening. Materials required for the file include:

(1) Application for teaching internship
(2) Notice of acceptance for admission to the graduate school, if applicable
(3) Transcripts showing all previous college work
(4) Summary evaluation of candidate from interview with the coordinator of interns
(5) Summary evaluation from interview with representatives in the candidate's teaching field, if he is planning to teach at the secondary level. Elementary candidates are interviewed by representatives from elementary education.
(6) Clearance indicating competence in oral and written language

b. Selection Procedures

It is hoped that students who wish to follow the teaching internship route into the profession will be identified early in their preparation. However, final selection of candidates is made during the academic year prior to the internship year. The procedures followed include:

(1) Selection by a screening committee according to specified criteria. The screening committee consists of representatives from the Department of Education, and departments of the college responsible for the subject matter areas of the intern's teaching fields.

(2) Criteria for Selection:

  (a) Eligible for admission to the graduate school for the fifth-year program.
  (b) Evidence of a sincere interest in the teaching profession.
  (c) Appropriate subject matter background as defined by the total preparation program for the teaching credential.
  (d) Personal fitness for teaching as determined by conference, internview, reference, and testing.

(3) Selection by School District

Those candidates selected by the screening committee are sent to the appropriate school district or districts having teaching internship openings. Final selection is made when the participating school districts reach an agreement with the individual for a specific internship teaching assignment.

(4) Placement of Interns

The school district shall notify the coordinator of interns of openings for teaching interns as early as possible each academic year. Teaching intern openings are selected because the assignment provides maximum opportunity for the prospective teacher to gain competence in the practice of teaching. Interns shall be placed in a setting where program improvement is occurring.

3. Recommendation for Certification

Upon completion of all requirements for Central College's teacher preparation program described in I, II, and III above, the College recommends to the State Department of Public Instruction that the candidate be fully certified.

B. Procedures for Assigning Interns

1. Intern assignments shall be identified by the school district. Descriptions of assignments shall be sent to the Director of Student Teaching, who sends selected candidates to be interviewed by the school for the position.

2. Criteria for selecting intern positions are:

   a. The school's instructional environment is such that the intern has the opportunity to have experiences with good teachers and teaching.

   b. The climate of the school is friendly to the intern program.

   c. A qualified supervising teacher is available to work with the intern.

3. Change in Assignment

Occasionally, after an assignment has been made, it is necessary to change either the assignment of an intern or supervising teacher. Should this type emergency arise, change in assignment shall be a decision made jointly between Central College and the school district.

C. Responsibilities of the Intern

1. Period of Internship

Internships may be classified into two types according to the length of service and the number of class periods taught:

   a. Full-year, full-time intern--an individual who interns for the full school year and carries a maximum intern load;
   b. Full-year, part-time--an individual who interns for a full year, but teaches fewer periods than the maximum intern load.

Of the two types of interns listed above, type (a) is the most typical for the elementary school intern whereas, type (b) is typical of the secondary school intern.

2. Intern Work Load in School District

The intern should participate in all work activities as would other teachers: (1) teaching (2) inservice (3) extra duties. Assuming that the number of preparations, class size, team teaching situations and classes that meet for more than one hour per day are taken into consideration, the following teaching periods should be considered as maximum:

a. Teaching

(1) In teaching fields at the secondary level where five teaching periods is the work load for the regular teacher, four teaching periods is the maximum intern load.

(2) In teaching fields at the high school level where four teaching periods is the work load for the regular teacher but class sizes are typically larger than thirty, four teaching periods would be the maximum intern load; however, the intern's class size should be less than thirty.

(3) At the secondary level, where six periods is the teaching load for the regular teacher, the maximum intern load is five periods.

(4) At the elementary school level, the maximum intern load is the full school day.

(5) In a school where an intern is placed in a team teaching organization, the intern's load should be reduced from that of other teachers in the team.

b. Extra-class responsibilities

Interns should be assigned any and all extra-class responsibilities that are assigned the other teachers. It must be kept in mind, however, that the internship should provide a learning situation for the intern. Careful assignment of extra-class duties can greatly foster the learning that can come from participation in these activities. Where possible, no extra duties should be assigned during the first month; the type of extra duty should be rotated frequently so experiences can be had with several; the intern should be responsible for only one extra activity at a time.

3. Intern Work Load with Central College

During the intern teaching period, the intern is required to participate in six seminars during the year. As the intern is teaching a maximum load, he carries no additional work on campus. In the rare instance where an intern does take additional campus work, he must have the permission of his cooperating teacher, his building principal, and his Department of Education advisor.

It is possible for part-time interns to carry one three to four-hour course in addition to the required seminars if they are interning near Central College.

4. Administrative Authority

During the teaching phase of the program, the intern assumes two roles: (1) teacher and (2) student.

In the teaching role, the intern is responsible to the same authorities as are other teachers in the school district. He is directly responsible to the building principal for carrying out district policies and procedures.

As a student, the intern enrolls for the seminar course. He is responsible to the instructor for the completion of course requirements in the seminar. The intern is also engaged in a learning situation through his participation in the practicum under the guidance of his supervising teacher in the school and his College supervisor. As such, he is responsible for working cooperatively to continually strive toward increased teaching competence.

5. Intern Stipend

It is suggested that the rate of pay to be agreed upon for the school year by the school district would be according to teaching load in relationship to a beginning teacher's salary, with some financial consideration given to supervising teaching.

6. Daily Work Schedule

The daily work schedule of the intern carrying a maximum intern load should be the same length as that of any other teacher. The schedule should be made so that opportunities for observation of and by the supervising teacher are provided.

D. Qualifications and Responsibilities of Supervising Teachers

1. Supervising teachers shall be selected and assigned by the school district according to the qualifications set forth below.

2. Criteria for selection of Supervising Teachers:

   a. Should hold a regular Iowa certificate.

   b. Should have exhibited person-social behavior pattern desired in a supervising teacher.

   c. Should have had some type of formal instruction in the supervision of teachers in training or shall have demonstrated proficiency in supervision.

   d. Should have a good knowledge and understanding of concepts and principles involved in the teaching-learning process as well as the practical applications of these concepts and principles. Should be able to communicate on matters pertaining to the nature of learning, the nature of the learner, the goals of education in American society, social foundations of education, and the methodology of teaching. Should be able to see the interrelationship of these and to consistently make daily decisions in a way that reflects this insight.

   e. Should be skilled in the subject matter areas for which the intern is responsible.

   f. Should be able to identify cues which indicate problems, strengths, and weaknesses of students as well as readiness patterns for next steps in the learning process; should be equipped with a variety of techniques to deal with these; and should be able to communicate with the intern in such a way that the prospective teacher will have an opportunity to acquire these vital competencies.

   g. Should be able to evaluate the progress of the intern in the attainment of the competencies desired in a teacher and to be able to offer positive suggestions for improvement to enable the intern to make continuous progress toward the development is his optimum potentialities for teaching.

h. Should have exhibited and continue to exhibit a high degree of professionalism.

i. Should be highly skilled in the proper utilization of modern technological devices and be familiar with various staff utilization possibilities.

3. Amount of Supervising teacher's time scheduled for supervision is summarized below.

SECONDARY SCHOOL

Number of Interns	Periods of Supervision	Periods of Teaching
1	1	4
2	2	3
3	3	2
4	4	1
5	5	0

In the elementary school, a supervising teacher shall be released full time for supervision when assigned five interns. A proportional amount of released time shall be provided for supervising teachers assigned to less than five interns.

4. Both Central College and school district personnel believe that specially trained experience supervising teachers should receive additional compensation in some form for their duties.

5. Responsibilities assigned the supervising teacher for the induction of interns into the profession:

   a. Orient the intern to the school and community in which he will teach.

   b. Help clarify policies and procedures of the school district and building for the intern.

   c. Acquaint the interns with the instructional program, teaching materials and supplies, and special resource

d. Help the intern to develop skill in the analysis of teaching.

e. Serve as a consultant to the intern in planning and implementing the instructional program.

f. Organize a series of classroom demonstrations by competent teachers to illustrate teaching procedures.

g. Serve as a resource to the intern through sharing new ideas, suggesting professional reading, introducing the use of new supplies and equipment, etc.

h. Help the intern find a place in the faculty.

i. Confer regularly with the intern concerning the ever-recurring problems in the life of a new teacher.

j. Periodically release the intern through teaching his class for visitation of other teachers or to do other professional tasks.

k. Plan cooperatively with the College supervisor ways to help the intern increase competence.

l. Continue professional development in supervision through reading, attending seminars for supervising teachers, taking classes in supervision, and/or discussion teaching competence and its improvement with professional colleagues.

m. Assuming joint teaching responsibility with the intern in a team organization for certain phase of the instructional program.

n. Recommend to the College whether the intern should be fully certified to teach upon completion of the intern program.

6. Superivising Teacher's Work Load.

Each supervising teacher shall attend a one-week supper workshop immediate preceding opening of school in September and six related seminars during the school year. Their voluntary attendance at the intern seminars throughout the year are welcomed and appreciated.

E. Qualifications and Responsibilities of Central College Supervisors

1. College supervisors shall have faculty status at Central College.

2. Criteria for selecting Central College Supervisors:

   a. Should have had successful classroom experience at the level in which he will be supervising i.e., elementary, junior high, or senior high.

   b. Should have had some previous experience in supervising teachers in training.

   c. Should have a good knowledge and understanding of the concepts and principles involved inthe teaching-learning process as well as the practical applications of these concepts and principles. Should be able to verbalize well on matters pertaining to the nature of learning, the nature of the learner, the goals of education in American society, social foundations of education, and methodology of teaching. Should be able to see the interrelationship of these to consistently make daily decisions in a way that reflects this insight.

   d. Should be skilled in the subject matter areas for which the intern is responsible.

   e. Should be able to identify cues which indicate problems, strengths and weaknesses of students as well as readiness patterns for next steps in the learning process; should be equipped with a variety of techniques to deal with these; and should be able to communicate with the intern in such a way that the prospective teacher will have an opportunity to acquire these vital competencies.

   f. Should be able to evaluate the progress of the intern with respect to the attainment of the competencies desired in a teacher and be able to offer positive suggestions for improvement to enable the intern to make continuous progress towards the development of his optimum potentialities for teaching.

   g. Should have exhibited and continue to exhibit a high degree of professionalism especially in the area of ethics.

   h. Should be familiar with various modern technoligical devices (and have an understanding of their strengths, weaknesses and limitations) in order that he may help the intern learn how to select the correct device to accomplish specific tasks with which the intern is confronted.

i. Should have exhibited personal-social behavior pattern desired in a college supervisor.

j. Should have a thorough knowledge and understanding of various organizational patterns for carrying out the instructional program, such as team teaching, ungraded primary, self-contained classroom, departmentalization, grouping and other new patterns or structures designed to make better utilization of the time of staff and students to maximize learning for the students, or to attain other goals for which the school exists.

3. Role of College Supervisor

   a. Help the intern to develop skill in self-analysis of his teaching.

   b. Serve as a consultant to the intern and supervising teacher in planning and implementing the instructional program.

   c. Serve as a resource to the intern and supervising teacher through sharing new ideas, suggesting professional reading, and planning active research.

   d. Serve as a liaison between the intern, the school, and the college.

   e. Attempt to coordinate intern seminar experiences with school experience.

   f. Participate in intern seminars.

   g. Participate in supervising teacher seminars.

   h. Cooperatively schedule classroom observation of the intern with intern and supervising teacher.

   i. Recommend to the Director of Student Teaching at Central College whether or not the intern should be certified to teach upon the completion of the intern program.

4. Seminars for the interns will be planned and conducted by college personnel involved with the program. School district personnel will be asked to provide consultant services

in areas of special competence. Related seminars for the supervising teachers will be planned jointly by school and college personnel. College supervisors in their role as liaison will be a vital communication link between needs of supervising teachers and plans being made.

F. Role and Responsibilities of the Building Principal

1. Intern Assignment

An extremely important role of the building principal is the determination of the intern's assign--ment. Factors to be considered in the assignment. Factors to be considered in the assignment are:

a. Competence of intern to teach the content area. Where possible the intern should be assigned to classes in only one teaching field.

b. Scheduling the classes of the intern and the supervising teacher so that (1) there is opportunity for the supervising teacher to observe the intern teach, (2) there is opportunity for the intern to observe the supervising teacher, and (3) there is a time when both intern and supervising teacher are free for conferences.

c. Size and nature of the intern's class should be such that he has a chance to teach in a setting conducive to getting a good start. Class size should be typical, or a bit smaller than usual for the area taught. The class should not contain an unusually large number of problems.

d. Assignment of duties other than regular classroom teaching should be done with care to provide a variety of guided learning experiences. In assigning extra duties, consideration should be given to the intern's interests and abilities and the nature of the total teaching load at the time. Few, if any, extra duties should be assigned during the first month.

2. Supervision of the Intern

The principal should feel the same responsibility toward an intern as he would toward any regular beginning teacher. His supervisory help and support coordinate with the supervising teacher and college supervisor can maximize the intern's progress.

3. Evaluation of the Intern

The principal should evaluate the intern's teaching competence in the same manner he evaluates other teachers on the staff. A copy of his formal evaluation report should be submitted to the college supervisor, as well as to the proper district authority. The evaluation instruments and report forms should be those normally used by the district. It is hoped that evaluation occurs at times other than when a formal report is submitted. Continuous evaluation is necessary to successfully plan how the intern's teaching progress can be maximized. Evaluation sharing sessions with the supervising teacher and the college supervisor are essential to this cooperative venture in teacher preparation.

4. Coordinating Intern's Work at School and at Central College

Since the intern's role is dual (both public school teacher and college student) confusion and frustration can result if the work load and the program in each institution are not coordinated. The principal should be alert to this problem and endeavor to determine the state of affair throughout the teaching year. Regularly scheduled conferences between the principal, the supervising teacher, and the college supervisor should be placed on the calendar early in the school year.

5. Related Seminars

Principals (as well as supervising teachers and other school district personnel) are always welcome to attend the seminars on Central College campus. Visitation at the seminars indicates an interest to the intern about their total program. It furthers aids in helping to coordinate the teaching experiences in the school and the intern's program at Central College.

6. Public Relations

The public relations task of the principal is that of gaining acceptance of the intern program in the school community. The public should be aware that an intern is not just another new teacher, but rather is a teacher with assigned help from both the school district and the College.

7. Building Understanding of School Staff

The principal has a responsibility in the building of an understanding of the intern's role and responsibility in the school. A climate of acceptance of the intern program by the school faculty is essential to the intern's development. The intern should be assimilated into the faculty and assume his share of privileges and duties.

G. Roles and Responsibilities of Other School Districts and College Personnel

1. The superintendent is responsible for exerting leadership in the school district to create a climate and to develop procedure favorable to improving teacher preparation through the internship program. He accomplishes this through working both with the Board of Education and the school staff.

2. Board of Education

The Board of Education is responsible for developing policies where by internship programs can be planned in the school district.

3. Supervisors, Resource Teachers, and Classroom Teachers

The role of supervisors, resource teachers and class--room teachers in an intern program is not different from the role they would play in helping people designed to help the intern should be coordinated through the supervising teacher to be most beneficial.

4. Department of Education Staff, Director of Student Teaching, and Other College Faculty.

The role of College staff having a concern for teacher preparation to the intern program is one of careful planning, evaluating, and replanning the prepara--tion program, arranging quality clinical experiences with the school, and continuing to develop professional knowledge and skills through in-service.

5. Plans for Developing Supervisory Staff

Supervisory skills to be used by College and school staff for supervision of interns will be continually upgraded in several ways.

a. Seminars will be held each school year where techniques and problems of supervision will be discussed.

b. Plans are presently being discussed concerning seminars ans summer workshops involving the college personnel, supervisors and interns.

TABLE I

MINIMUM GENERAL EDUCATION REQUIREMENTS FOR ELEMENTARY EDUCATION MAJORS

I. CORE 30-40 Credits

Required Core (19)	Individualized Core (11-21)
English Composition	Language, Literature, English
Speech	Social Sciences
Bible	Natural Sciences
World Civilization or World Literature	Fine Arts
Modern Foreign Language	History

II. CONCENTRATION 50-60 Credits

- Principles of Teaching
- Child Psychology and Development
- Teaching of Reading
- Elementary Education Method and Materials
- Student Teaching
- Elementary Art, Music, & P.E.
- Children's Literature
- Advanced English Grammar
- Foundations of Mathematics
- Science

III. ELECTIVES 20-40 Credits

- Depth in Subject-Matter Areas
- Electives

FOUR-YEAR SCHEME

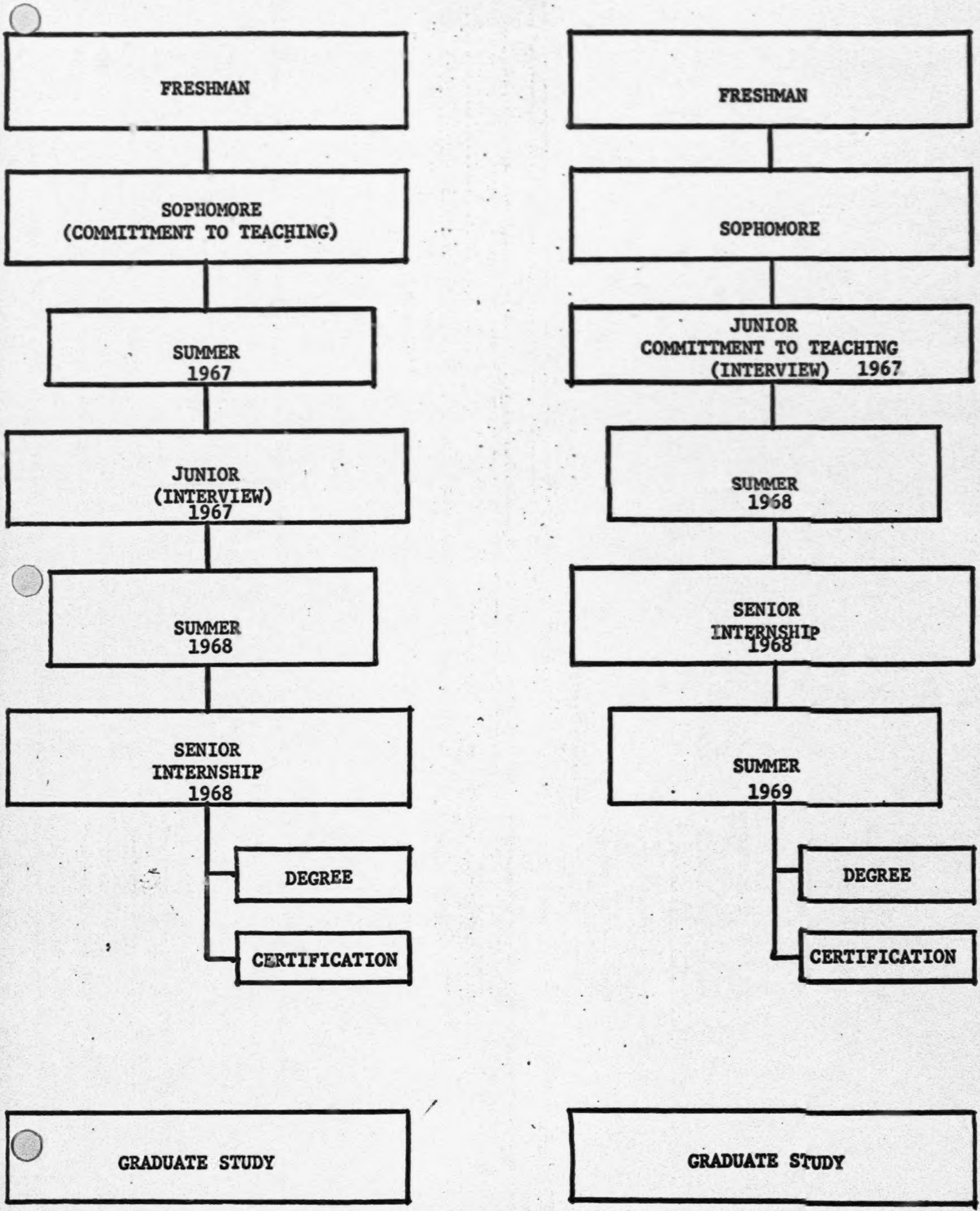

FRESHMAN
SOPHOMORE
(COMMITTMENT TO TEACHING)
SUMMER
1967
JUNIOR
(INTERVIEW)
1967
SUMMER
1968
SENIOR
INTERNSHIP
1968
DEGREE
CERTIFICATION
GRADUATE STUDY
FRESHMAN
SOPHOMORE
JUNIOR
COMMITTMENT TO TEACHING
(INTERVIEW) 1967
SUMMER
1968
SENIOR
INTERNSHIP
1968
SUMMER
1969
DEGREE
CERTIFICATION
GRADUATE STUDY

CHART I - 71

FIFTH-YEAR SCHEME

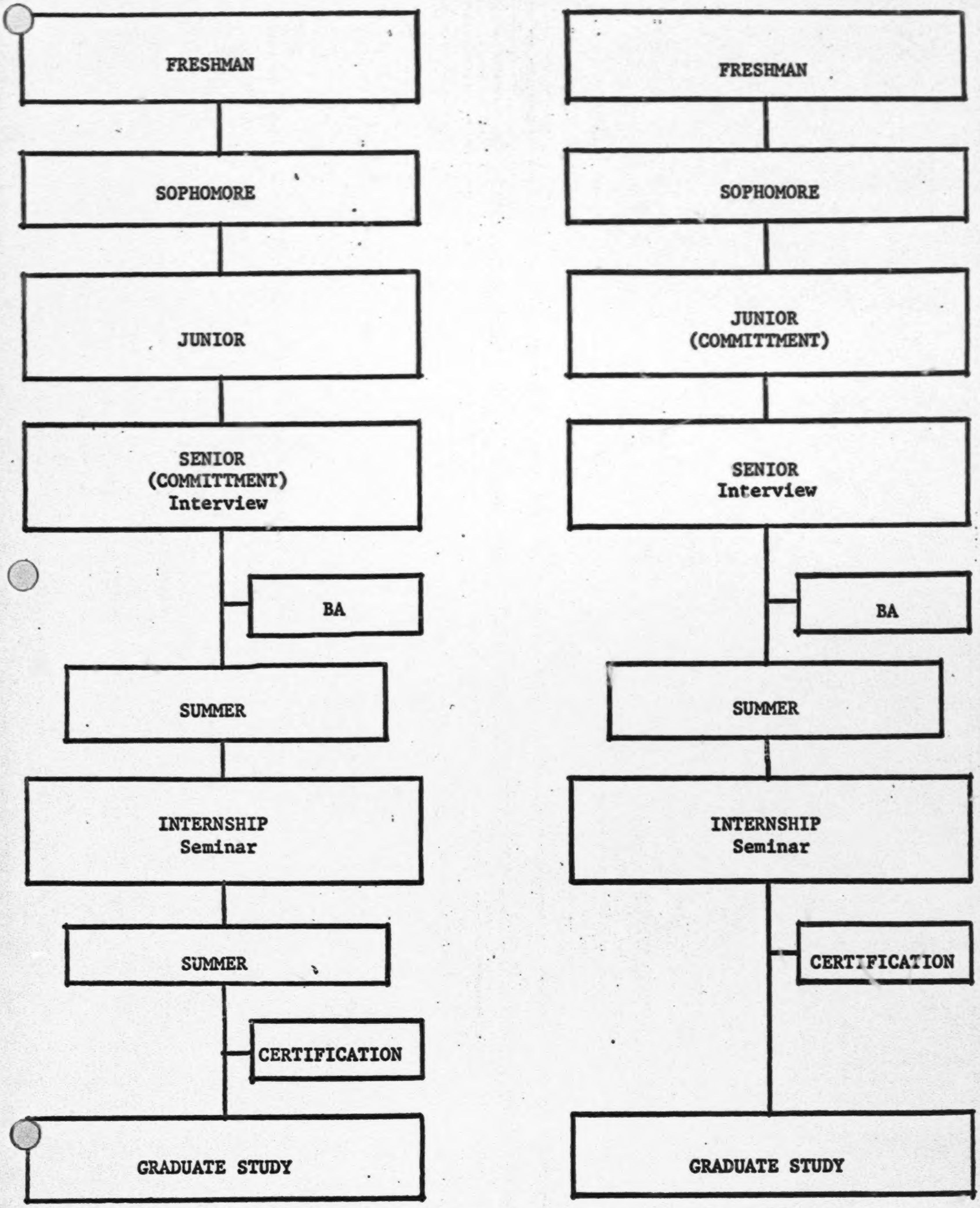

FRESHMAN
SOPHOMORE
JUNIOR
SENIOR
(COMMITTMENT)
Interview
BA
SUMMER
INTERNSHIP
Seminar
SUMMER
CERTIFICATION
GRADUATE STUDY
FRESHMAN
SOPHOMORE
JUNIOR
(COMMITTMENT)
SENIOR
Interview
BA
SUMMER
INTERNSHIP
Seminar
CERTIFICATION
GRADUATE STUDY

CHART II - 72

TABLE III

SUGGESTED SEQUENCE OF PROFESSIONAL EDUCATION COURSES FOR STUDENTS PURSUING A FOUR-YEAR SECONDARY PROGRAM

Sophomore Year

Commitment to Teaching

Summer School

Psychology in Education
Principles of Teaching

Junior Year

Interview for Intern
Child Psychology
Methodology of Teaching
Observation and Practice Teaching

Summer School

Adolescent Psychology
Methodology of Learning

Senior Year

Internship
Seminar

Junior Year

Commitment to Teaching
Interview for Intern
Adolescent Psychology
Methodology of Teaching
Observation and Practice Teaching

Summer School

Psychology in Education
Principles of Teaching

Senior Year

Internship
Seminar

Summer School

Child Psychology
Methodology of Learning

TABLE IV

SUGGESTED SEQUENCE OF PROFESSIONAL EDUCATION COURSES FOR STUDENTS PURSUING A FIVE-YEAR SECONDARY PROGRAM

	Junior Year Commitment to Teaching Psychology in Education Principles of Teaching
Senior Year Commitment to Teaching Interview for Internship Adolescent Psychology Methodology of Teaching Observation and Practice Teaching	Senior Year Interview for Internship Child Psychology Methodology of Teaching Observation and Practice Teaching
Summer School Psychology in Education Principles of Teaching	Summer School Adolescent Psychology Methodology of Learning
Fifth-Year Internship Seminar	Fifth-Year Internship Seminar
Summer School Child Psychology Methodology of Learning	

APPENDIX B

The following colleges and universities assisted this study by supplying data on their programs and/or allowing dekko examination:

University of Arizona, Tuscon, Arizona
Brooklyn College of the City University of New York
Brown University, Providence, Rhode Island
University of California, Los Angeles, California
University of Chicago, Chicago, Illinois
Claremont Graduate School, Claremont, California
Colgate University, Hamilton, New York
Columbia University, New York, New York
Cornell University, Ithaca, New York
Duke University, Durham, North Carolina
Emory University, Atlanta, Georgia
Fairleigh Dickinson University, Rutherford, New Jersey
Goucher College, Baltimore, Maryland
Harvard University, Cambridge, Massachusetts
John Carroll University, Cleveland, Ohio
John Hopkins University, Baltimore, Maryland
Kansas State University, Manhattan, Kansas
Lehigh University, Bethlehem, Pennsylvania
Michigan State University, East Lansing, Michigan
University of North Carolina, Chapel Hill, North Carolina
Northwestern University, Evanston, Illinois
Oregon College of Education, Monouth, Oregon
Oregon State University, Corvallis, Oregon
University of Oregon, Eugene, Oregon
University of Pennsylvania, Philadelphia, Pennsylvania
University of Pittsburgh, Pittsburgh, Pennsylvania
University of Redlands, Redlands, California
Reed College, Portland, Oregon
Rhode Island College, Providence, Rhode Island
Rice University, Huston, Texas
University of Southern California, Los Angeles, California
Stanford University, Palo Alto, California
Syracuse University, Syracuse, New York
Temple University, Philadelphia, Pennsylvania
Vanderbilt University, Nashville, Tennessee
Westeyan University, Middleton, Connecticut
Whittier College, Whittier, California
University of Wisconsin, Madison, Wisconsin
Yale University, New Haven, Connecticut

APPENDIX C

The following list represents the teacher training institutions conducting internship which were visited and examined by the Director:

University of Arizona, Tuscon, Arizona
University of California, Los Angeles, California
University of Chicago, Chicago, Illinois
Claremont Graduate School, Claremont, California
Michigan State University, East Lansing, Michigan
Northwestern University, Evanston, Illinois
University of Redlands, Redlands, California
University of Southern California, Los Angeles, California
Stanford University, Palo Alto, California
Whittier College, Whittier, California
University of Wisconsin, Madison, Wisconsin

APPENDIX D

The following paper was presented (read) to the faculty of Central College, on January 9, 1967, to explain and stimulate interest in a proposed internship program.

THE CASE FOR AN INTERNSHIP PROGRAM IN THE PREPARATION OF TEACHERS

It has been said that the way to become an educator is to become educated. Thus, one aim of Central College would be to develop teachers by giving them a full and rounded education. That is to say, a strong background in liberal studies is the best preparation for those qualities of mind and spirit which are needed in a great teacher.

Like business and industry, education has constantly sought better ways of training personnel. During the past decade one of the most outstanding developments in didatics and one of the most promising programs in teacher education designed to develop competency has been the growth of the internship program as an integral part of the preparation process. Underlying a general recognition of the importance of practical experience is an awareness of the gap between what the aspiring teacher can learn in college classes and actual situations confronted as a tyro-teachers.

Over the years many devices, innovations and procedures have been contemplated to bridge the gap between theory and practice. Yet none of these devices has sufficed to insure a smooth induction of the beginner into teaching. And, thus, in the most recent period many institutions have experimented with some form of internship programs. Many of you realize that the movement has been spurred by copious grants from philanthropic foundations, but it would be ungenerous to conclude, as some have, that the availability of "seed money" was the principal cause of these recent innovations. The medical analogy has been for the teacher-educator for more than half a century, and pleas for the introducation of a comparable internship for teachers at least as long. As early as 1895, a program at Brown University incorporated the principles of internship.

The advocacy of an "internship" in the preparation and induction of teachers is, thus, hardly a new case. Nor have earlier attempts to install it been lacking. Especially during the economic depression of the thirties, many individual school systems established an "internship" as a prequisite to regular employment and some institutions made available an internship in teaching as a variant of their work-study programs. Unfortunately, in too many instances, the internship was an expedient used to justify exploiting beginning teachers. As a result the internship fell into disfavor among some educators even though many legimate plans, a few of which still survive, orginated during this period.

In both the older and newer internship programs, the specific provisions have varied so widely that it will be helpful to make explicit what may be denoted by the term. In our discussion tonight, a contemporary internship will mean an adequately supervised, partial to full-time salaried teaching experience in a realistic synthesis which follows an organized program of formal instruction in pedagogy, and procedes full certification at the elementary or secondary level. Additionally, an internship program may be designed for students with little or no previous work in education and may combine a fifth-year graduate study program leading to a second degree.

The recent history of teaching internships is at least best confused by conflicting definitions, poor financing, loose alliances between public schools and colleges, and inconsistent experimentation. Occasionally it is regarded simply as an alternate route toward teacher certification. In a few states, it is to be noted, internship is merely a new label for full-time student teaching.

In some colleges, the University of Wisconsin, for example, one hundred per cent internship is being used to consolidate the teacher education program. Then again, other colleges offer internship as a substitute for student teaching and operate both programs. A majority of the institutes of higher education use the internship as a fifth-year plan for students choosing teaching careers after completing an undergraduate degree. Many institutions have glorified internship, with graduate level credit. To complicate matters, there are some internship programs which lack adequate guidance, competent supervision, and a professional approach.

Fortunately, however, the picture is not all bleak. Several institutions of higher education have devised good programs based on sound judgment.

Let us briefly consider some of the implications of an internship program for Central College.

First, bear in mind that although the amount of professional preparation is greatly increased, the internship program does not dilute the subject matter preparation of the neophyte-teacher. No more academic credit is given for the professional portion of the internship plan that is given to the student completing the normal student teaching program, although the amount of actual public school experience is increased enormously.

Second, our college students could have an option of completing their certification in a four-year or a five-year program. That is the option of internship during the senior year with the completion of some scholastic work during two summer sessions. The fifth-year option would allow additional time in which to strengthen the major and/or minor fields of study before taking course work in education and the internship. Obviously, both options indicate the need to strengthen the summer school program and a re-evaluation of the teacher education curriculum.

Third, in a fifth-year program there would be two segments; a second or advanced degree program and a non-degree program. The non-degree planned fifth-year program is intended to meet the needs of three groups of students who do not desire to earn a master's degree.

1. Those persons who have completed basic certification and subject matter norms in an undergraduate program of teacher education and who seek certification in another discipline, e.g., an employed teacher who wishes to become a certified counselor.

2. Those who have completed a bachelor's degree at Central College, or another institution of higher learning, without meeting the requirements for an Iowa teaching certificate and who desire to become eligible for standard certificate at the elementary or secondary level.

3. Those who have completed all requirements for basic certification at the elementary level and who wish to qualify at the secondary level; or those who have qualified for secondary certification and wish to qualify at the elementary level.

Fourth, the fifth-year degree program would indicate the need of re-establishing a graduate program for selected students leading to a Master of Arts in Teaching or M.A.T. degree. A Master of Arts in Teaching program is designed to prepare career teachers with a broad general education, scholarly competence in an academic discipline, and a high level of professionally ability. The degree is designed primarily for teachers who wish to take graduate work in a subject-matter area but who do not anticipate continuation of study for the doctorate.

It may be noted that the awarding of advanced degrees at CUI started circa 1873. From a historical point there is much evidence of earned Master of Arts and Master of Science, even Doctor of Philosophy, degrees being presented to worthy candidates. Our eminent Dean Henry Pietenpol received a Master of Arts degree in 1908.

As only six of the twenty-six accredited colleges and universities in Iowa offer graudate programs, it seems that there is a need for the opportunity of graduate level study. One justification might be that some fourteen states now require at least thirty units of work beyond the bachelor degree for full or permanent state certification. This has been noted, by some observers, as a national trend in teacher preparation and certification. New York is one such state, and many of our students wish to be certified and teach there.

Fifth, an internship program would solve the problem of numbers, that is, our inability to serve the increased number of teacher candidates requesting certification. For example, there are ninety-one candidates or about 70 per cent of this years senior class being certified. The projected figure for next year is even higher. Currently, local schools are unable to cope with the increased number of requests for student teaching stations as the schools are limited to the availability of excellent, resource teachers. Another issue for consideration is that the primary obligation of the public schools is to the children, not to teachers-in-training.

It would seem that the answer lies in the adoption of a vehicle which would allow Central College to utilize any school in the State of Iowa. The internship program provides such a tool.

Sixth, in our study of over forty internship programs the advantages to the student of the internship over traditional student teaching is reported as greater experience with the total school program, its orientation procedures, community activities, the study of pupils, professional activities, and a realistic, continuing experience. On the other hand, advantages to the school system include more effective selection and recruitment, motivation of supervision and in-service education, stimulation of self-evaluation by teachers, greater individualization of instruction, enrichment of the educational program, and provision of assistance to intern teachers.

Seventh, the internship program provides careful and meaningful supervision of the intern by selected, competent consultants. With such adequate supervision, the internship experience is meaningful and leads to professional growth.

With the use of the overhead projector, let us look at an outline or model of such a program. Both the four and five year approach to internship are applicable to elementary and secondary level interns.

Chart one shows a possible organization of a four-year internship program. May you note that two summer sessions are scheduled.

At the end of the senior year and the successful completion of the internship, both the Bachelor of Arts degree and the regular teacher certificate are awarded.

Chart two shows one possiblity of a fifth-year internship program, both the non-degree and M.A.T. approach. Note that a possible ramification of the internship graduate program, for future consideration, would be a pure, academic fifth-year program for those students who do not enter the teaching profession.

The summer session after graduation might present the necessary methods courses immediately before the internship exposure.

Now, let us contemplate one financial aspect of the internship program.

Central College might do well to consider the Michigan State University's pattern of financing the internship programs. The criteria adopted by MSU for participation in an internship plan emphasized the financing of an internship while maintaining a high level of quality for intern supervision. Such requirements might be:

1. That the intern be paid an adequate salary.
2. That the intern be carefully and effectively supervised.
3. That the cooperating school district not be allowed to save money by hiring interns.
4. That the program be developed along lines that would permit it to be carried on as a regular teacher education offering. Without foundation support funds.
(Show chart three)

These requirements are met when, for each intern employed, the cooperating school district places into a revolving account an amount equal to that which would be paid a regular certified first-year teacher. Each intern is paid a minimum of, say, $3,500 for the year, and the difference then between the total amount paid to five interns and that which would have been paid to give regular first-year teachers is used to pay for the services of an intern consultant.

The internship program makes possible the completion of a college education for many students who for economic reasons might be denied this opportunity. Loans and scholarships allow the student to finance that part of the education which procedes the internship; during internship the salary goes far toward meeting educational expenses. Thus the internship program makes it possible for a greater number of capable students to achieve careers in teaching.

Careful and meaningful supervision of the intern is provided by competent supervisors, the intern consultants. These consultants, selected from the most able teachers in the cooperating school districts, usually develop in-service education of beginning teachers far beyond the initial expectation of the college. The low ratio of interns to intern consultants (5 to 1) and the closeness and continuity of their relationship have made it possible for very specific help to be offered and accepted. Typically, the consultants are able to aid the intern in securing teaching materials, in offering support and advice on instructional problems, in demonstrating effective teaching methods, and the like at the beginning of the internship period. As the intern becomes more secure, the consultant would be able to raise the intern's horizons, encourage experimentation and creative solutions of teaching problems, and prevent routinization. Most importantly, the consultants diminish the gap between the college course work and the public school classroom by helping the intern to relate theory and practice.

The internship setting makes possible frequent evaluations of the intern-teacher. It permits using the intern's ability to work with students as a primary criterion for decisions about chances for success in teaching. The use of such a non-academic criterion would be very difficult for most traditional student teaching programs. Thus, the internship allows, a more realistic assessment of the student's potential as a teacher.

Of course, there is also the converse advantage for the student: an earlier opportunity to discover if he wants a career in teaching.

Nevertheless, certain conditions must be met if internship is to have any lasting future as a part of teacher education. Continuing and expanding support from all departments of the college is of prime importance. Likewise support from the school districts is essential. However, such support may be difficult to secure and maintain, especially in present times. With acute teacher and classroom shortages, with the public schools frequently being harassed and pressured, it requires considerable courage to dare an innovation like an internship program. But support is essential, and it must come first from the college and school districts, which, alone, can provide the people, money, time and space. Support also must come from professional teacher organizations, which, in conjunction with the schools, would be willing to undertake a re-examination of the entire structure of teacher education, from student selection through preparation to certification. Such a study is currently underway by the Association for Student Teaching.

Many people believe that an internship program is an important direction for the future, provided such a program seeks constantly to improve the quality of teacher education. Some internship programs have already encouraged a re-examination of teacher preparation, disclosing among other things that educating a new teacher takes more time than the colleges have previously been willing to allot. Educators have, in the past, expected near miracles, demanding that too much be learned too soon. If teachers are to be professionals rather than technicians, then the college must give them time to mature.

During that time the college must provide another essential--excellent guidance. Skilled consultants must be developed who are willing to go beyond the present demands of student teaching. The college must provide the full range of resources, from diagnostic services to instructional media. The richest society in the world should "spoil" the next generation of teachers with resource materials.

The internship can foster a flexible partnership for supporting the practicing intern--a total-college faculty team, coupled with the school district personnel--a team which is able to respond to demands for a meaningful education with a blend of theory and practice. The active participation of school staff members in certain phases of the program guarantees a realism and a practicality which is sometimes lost when college professors work in isolation. A truly cooperative preparation program, involving the public schools as full partners in the process of teacher education, can help provide better equipped teachers to meet the challenges of education in a modern society. It might be added that the internship idea will endure only if its potential is recognized--its potential for innovation, for experiment and research, in a clinical environment--a fully supported program by all levels of education.

The presentation this evening represents our initial attempt to bring consideration of an internship program into the mainstream of teacher education; and not as a peripheral enterprise. It is believed by many people that this type of a program represents a significant step forward in teacher preparation. There is expectation and hope that the internship concept will take root and grow within our institution.

This should not be interpreted, however, as an uncritical advocacy of internship as an answer to all teacher education problems for many educators believe that there are no panaceas in education, especially in the area of teacher preparation. All variations in the preparation of teachers have their unique advantages and disadvantages, and of course, all have their problems. However, internship offers advantages that far out-weigh the disadvantages in the continuing search for more adequately prepared teachers for our nation's classrooms.

A PROPOSAL FOR A FOUR-YEAR INTERNSHIP PROGRAM

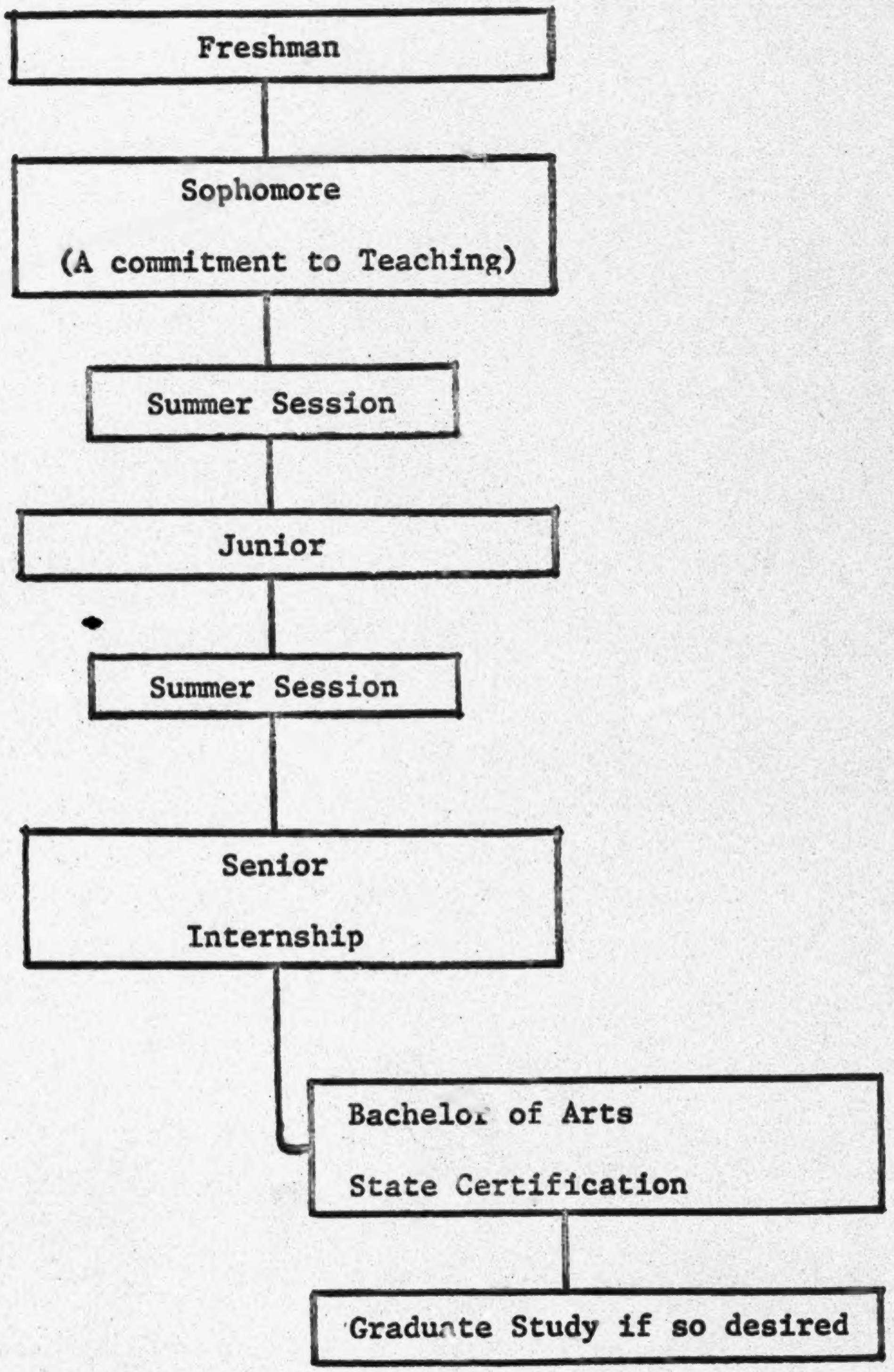
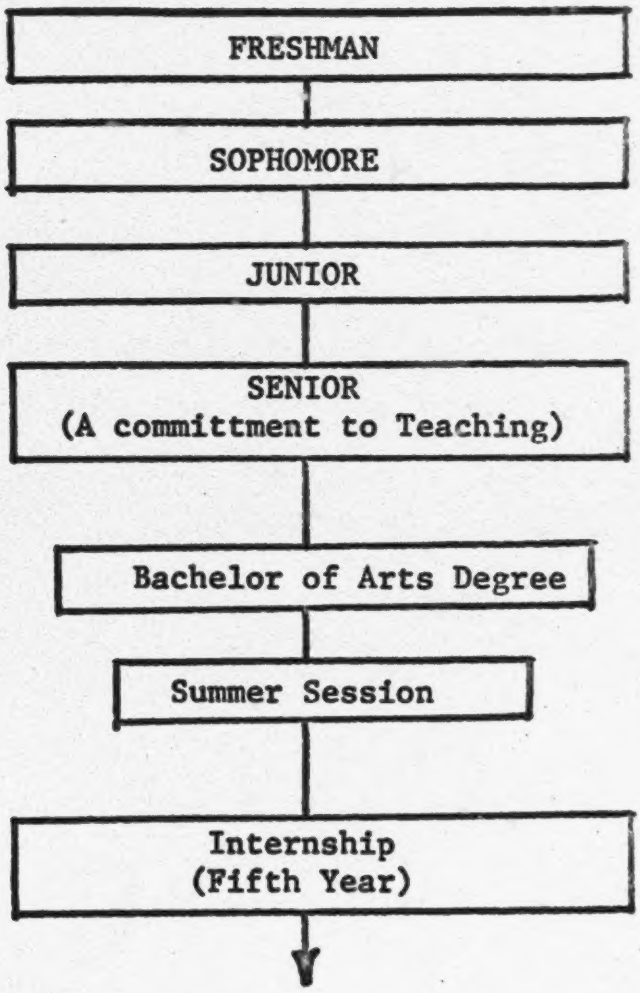

Freshman
Sophomore
(A commitment to Teaching)
Summer Session
Junior
Summer Session
Senior
Internship
Bachelor of Arts
State Certification
Graduate Study if so desired

CHART I

A PROPOSAL FOR A FIVE-YEAR INTERNSHIP PROGRAM


FRESHMAN
SOPHOMORE
JUNIOR
SENIOR
(A committment to Teaching)
Bachelor of Arts Degree
Summer Session
Internship
(Fifth Year)

Plan A	Certification
Plan B	Certification and Master of Arts in Teaching Degree
Plan C	Certification and Master of Arts in Teaching Degree Master of Arts Master of Science

1. Additional Preparation in Major Field
2. Additional Preparation in Minor Field
3. Additional Preparation in Another Field

CHART II - 85

UTILIZATION OF SEVERAL INTERNS IN A DISTRICT

1968 BASE SALARY OF $6,000

FULL LOAD

$4,000

FULL LOAD

$4,000

FULL LOAD

$4,000

FULL LOAD

$4,000

FULL LOAD

$4,000

FULL TIME SUPERVISOR

UP TO

$10,000

SALARY POOL

$30,000

$$\begin{array}{r} \$6{,}000 \\ \underline{\times\ 5} \\ 30{,}000 \end{array} \qquad \begin{array}{r} 4{,}000 \\ \underline{\times\ 5} \\ 20{,}000 \end{array}$$

$$\begin{array}{r} 30{,}000 \\ -\ \underline{20{,}000} \\ \$10{,}000 \end{array}$$

AVAILABLE FOR SUPERVISOR

CHART III

UTILIZATION OF SEVERAL INTERNS IN A DISTRICT

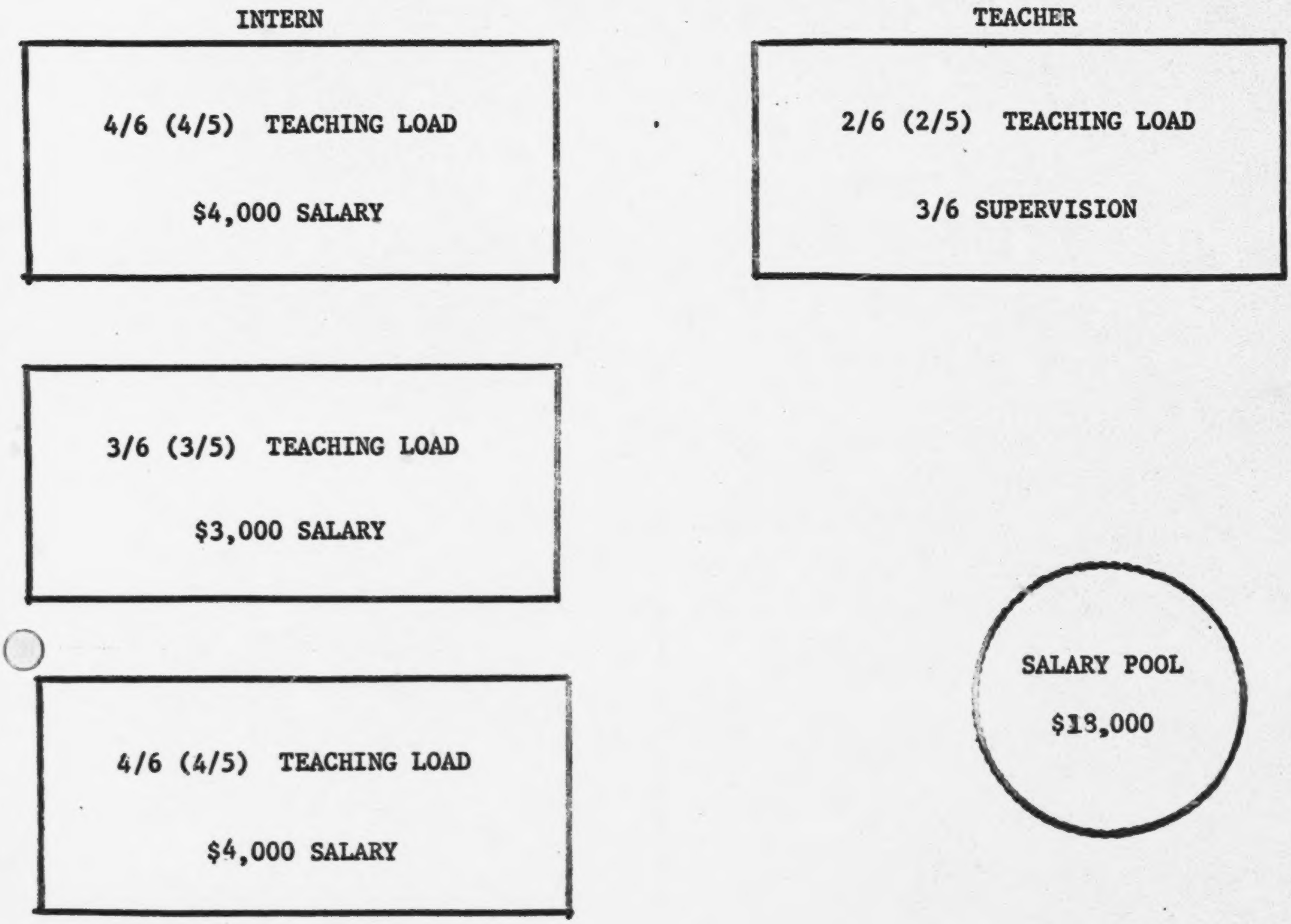

INTERN
TEACHER
4/6 (4/5) TEACHING LOAD
$4,000 SALARY
2/6 (2/5) TEACHING LOAD
3/6 SUPERVISION
3/6 (3/5) TEACHING LOAD
$3,000 SALARY
4/6 (4/5) TEACHING LOAD
$4,000 SALARY
SALARY POOL
$18,000

CHART IV

UTILIZATION OF SEVERAL INTERNS
AND SUPERVISORS IN A DISTRICT

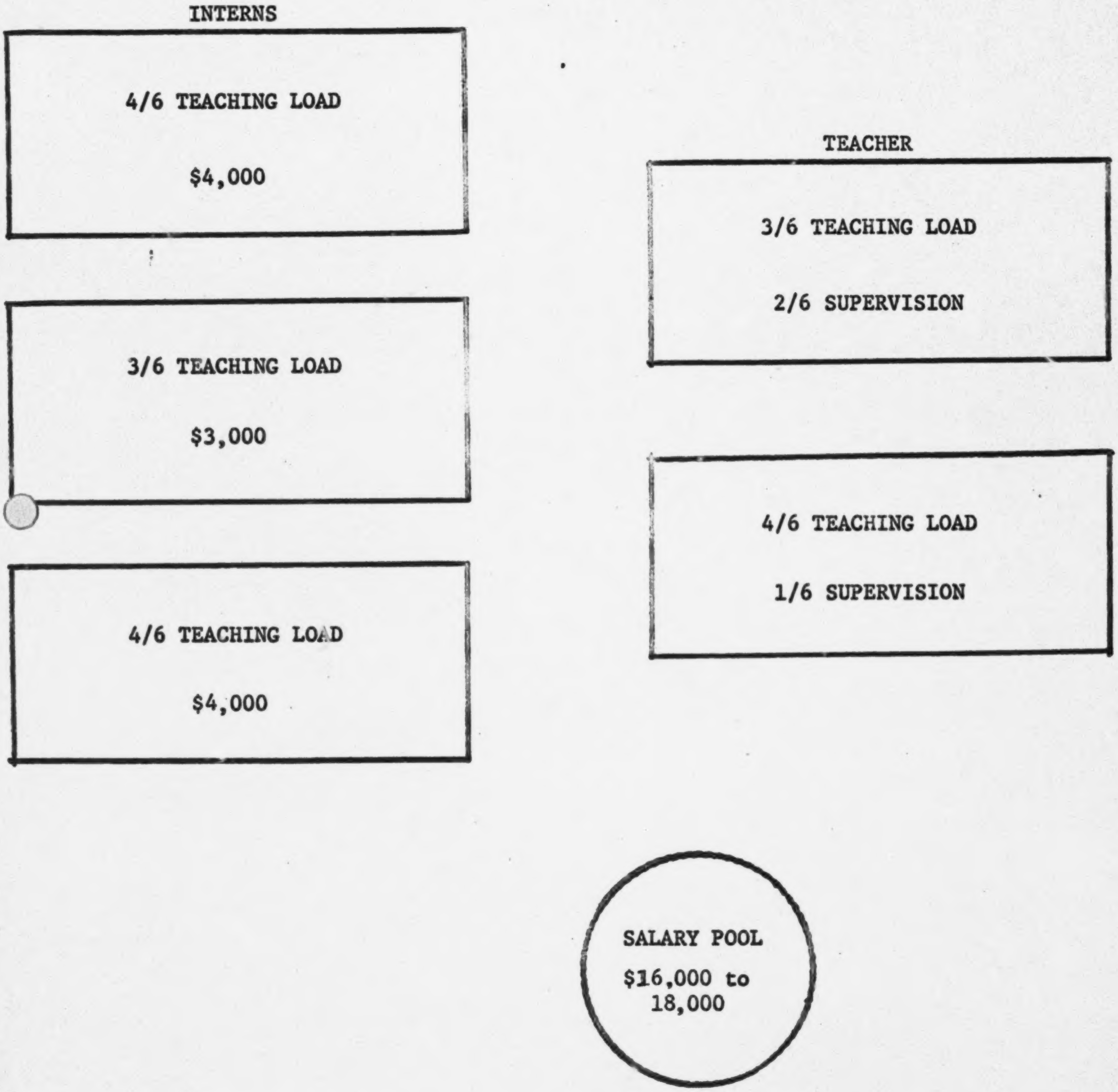

INTERNS
4/6 TEACHING LOAD
$4,000
3/6 TEACHING LOAD
$3,000
4/6 TEACHING LOAD
$4,000
TEACHER
3/6 TEACHING LOAD
2/6 SUPERVISION
4/6 TEACHING LOAD
1/6 SUPERVISION
SALARY POOL
$16,000 to 18,000

CHART V

INDIVIDUALIZED APPROACH TO UTILIZATION OF AN INTERN IN A DISTRICT

TEACHER

3/6 TEACHING LOAD

2/6 SUPERVISION

OR

4/6 TEACHING LOAD

2/6 SUPERVISION

INTERN

3/6 TEACHING LOAD

$3,000 SALARY

SALARY POOL

$6,000

CHART VI

GENERAL TIME SCHEDULE

Nov. - Dec. '66	Research and Design Internship Program
Jan. - April '67	Explore Implementation of Program
March - April '67	Exploratory Conferences with School Districts
Sept. '67	Experimental Pilot Program in Selected Schools
Sept. '67	Preparation of First Group of Prospective Interns
April - May '68	Inverview of Prospective Interns by School District
Sept. '68	First Group of Interns on the Job. Second Group of Prospective Interns are in Preparation

CHART VII

CENTRAL COLLEGE
PELLA, IOWA 50219

APPENDIX E-1

Dear Sirs:

It has been held by many educators that the training of student teachers is a joint responsibility and effort of the public school system and the college. We are interested, at Central College, in developing an "internship" program as one desirable means of training teachers. The design of such a program needs sagacious counsel from active educators who are knowledgeable of student teacher training procedures and problems. We solicit your guidance and assistance in the organization of this program.

We are conducting an initial exploratory conference on Thursday, March 16. The meeting will commence at 10:00 A.M. and terminate at 2:00 P.M. The meeting place will be the Lower Student Union at Central College.

Conference consultants are Dr. Robert Schmatz, College of Education, Michigan State University; and Mr. Orrin Nearhoof, Director of Teacher Education, Iowa State Department of Public Instruction.

The purposes of this conference are to mutually discuss principles of the internship concept, its merits and problems, its benefits to the local school district; to present and critique the first draft of our proposed paradigm; to consider potential implementation of an internship program. For this we invite you, or your representative (s), to visit Central College and to enjoy the hospitality of our luncheon table.

The enclosed postal card is provided for your response. Won't you join us?

Sincerely,

Norman E. Ryerson
Department of Education

dla
Telephone: 515 628-4151, Ext. 264 or 236.

APPENDIX E-2
CENTRAL COLLEGE
DEPARTMENT OF EDUCATION
TEACHER INTERNSHIP CONFERENCE

March 16, 1967

AGENDA

9:30 - 10:00	Coffee and Conversation	Lower Student Union
10:00 - 11:45	PROGRAM	
	Welcome	President A. D. Lubbers
	Our Problem	Dean James Graham
	Principles of Internship	Dr. Robert Schmatz Michigan State University
	The Viewpoint of the State Department of Education	Mr. Orrin Nearhoof Director of Teacher Education
	Proposed Program of Central College	Mr. Norman E. Ryerson
	Question and Answer Session	Mrs. Barbara Dieleman
11:45 - 12:00	INTERIM	
12:00 - 1:00	LUNCHEON (Seating by color code)	
	Invocation	Dean James Graham
12:30	Folk Singers	
1:00 - 2:00	PROBLEM SOLVING SESSIONS	
	Table 1 (white)	Mr. Norman E. Ryerson
	Table 2 (green)	Mrs. Barbara Dieleman
	Table 3 (blue)	Mr. Burdette Bremer
	Table 4 (gold)	Dr. Newell Dailey
	Table 5 (silver)	Dean James Graham
2:00	CLOSING REMARKS	Mr. Norman E. Ryerson Dean James Graham
2:00 - 2:30	Tour of Campus (Optional)	

APPENDIX E-3

Exploratory Conference on March 16, 1967

Local School Districts	Invited	Attended
Adel Community School District Wilford E. Anderson, Superintendent	X	
Albia Community School District William R. Dabb, Superintendent	X	
Ankeny Community School District Keith D. Hopkins, Superintendent	X	
Belle Plaine Community School District G. W. Argo, Superintendent	X	
Boone Community School District Donald F. Seaton, Superintendent	X	
Brooklyn-Guernsey-Malcom Community Schools Donald D. Palmer, Superintendent	X	
Carlisle Community School District Roy E. Reeves, Superintendent	X	X
Centerville Community School District W. Paul Forney, Superintendent	X	
Chariton Community School District Robert F. Wagstaff, Superintendent	X	
Clarke Community School District Russell Ward, Superintendent	X	
Creston Community School District Gene C. Hertz, Superintendent	X	
Des Moines Independent Community Schools Dr. Dwight M. Davis, Superintendent	X	
Fairfield Community School District Ralph W. Gambach, Superintendent	X	
Fremont Community School District Raymond H. Byers, Superintendent	X	

Local School District	Invited	Attended
Grinnell-Newburg Community School District		
Kyle C. Jones, Superintendent	X	
Indianola Community School District		
C. C. Peterson, Superintendent	X	
Iowa Valley Community School District		
Clayton Morlan, Superintendent	X	
Keokuk Community School District		
Elmer C. Gast, Superintendent	X	
Keota Community School District		
V. H. Barnum, Superintendent	X	
Knoxville Community School District		
Floyd A. Davis, Superintendent	X	X
Forrest Hanifan, Principal	X	X
Richard Greelee, Principal	X	X
L. D. F. Community School District		
W. Dean Turner, Superintendent	X	
Lynnville-Sully Community School District		
Claire W. Erickson, Superintendent	X	X
Charles Baker, Principal	X	X
Marshalltown Community School District		
J. C. Hoglan, Superintendent	X	
Mid-Prairie Community School District		
D. Dean Curtis, Superintendent	X	
Montezuma Community School District		
James D. Carroll, Superintendent	X	X
Nevada Community School District		
Leonard L. Gustafson, Superintendent	X	
New Monroe Community School District		
Arnold Bradley, Superintendent	X	X
Newton Community School District		
D. D. Dunlavy, Superintendent	X	
North Mahaska Community School District		
Norman Sawin, Superintendent	X	

Local School District	Invited	Attended
North Polk Community School District		
R. O. Mortensen, Superintendent	X	
Oskaloosa Community School District		
Joe L. Gettys, Superintendent	X	
Mrs. Kathryn Richards, Elementary Supervisor	X	X
Ottumwa Community School District		
Dr. John F. McKenna, Superintendent	X	X
Pella Community School District		
M. F. Whitney, Superintendent	X	X
Pella Christian Grade School		
Ed Vander Weele, Principal	X	
Pella Christian High School		
Paul De Jong, Principal	X	
Perry Community School District		
Robert E. Horsfall, Superintendent	X	
Pleasantville Community School District		
Oscar T. Huffman, Superintendent	X	
Sigourney Community School District		
Charles W. Joachim, Superintendent	X	
South Tama County Community School District		
Robert F. Leland, Superintendent	X	X
Tri County Community School District		
Paul P. Dunham, Superintendent	X	
Urbandale Community School District		
Lyle W. Kehm, Superintendent	X	
Washington Community School District		
E. Kelly Schlapkohl, Superintendent	X	
Waterloo Community School District		
Dr. George W. Hohl, Superintendent	X	
West Des Moines Community School District		
Charles C. Joss, Superintendent	X	
West Marshall Community School District		
James F. Hemphill, Superintendent	X	

Local School District	Invited	Attended
Williamsburg Community School District H. C. Messer, Superintendent	X	
Winterset Community School District D. R. Lillard, Superintendent	X	
Consultants		
Delmer H. Battrick Consultant Iowa State Education Association Des Moines, Iowa	X	X
Orrin Nearhoof Director of Teacher Education Iowa State Department of Public Instruction Des Moines, Iowa	X	X
Dr. Robert R. Schmatz Battle Creek Student Teaching Center Michigan State University	X	X
Henry W. Pietenpol Dean Emeritus of the College Central College	X	X
Central College Staff		
Burdette Bremer	X	X
Dr. Newell Dailey	X	X
Mrs. Barbara Dieleman	X	X
Mrs. Ann Galbreath	X	X
Dean James Graham	X	X
President A. D. Lubbers	X	X
Norman E. Ryerson	X	X
William Thompson	X	X
Ray A. Vanderwal	X	X

CENTRAL COLLEGE
PELLA, IOWA 50219

APPENDIX F-1

Dear :

It has been held by many educators that the training of student teachers is a joint responsibility and effort of the public school system and the college. We are interested, at Central College, in developing an "internship" program as one desirable means of training teachers. The design of such a program needs sagacious counsel from active educators who are knowledgeable of student teacher training procedures and problems. We solicit your guidance and assistance in the organization of this program.

We are conducting our second exploratory conference on Thursday, April 20. The meeting will commence at 10:00 A.M. and terminate at 2:30 P.M. The meeting place will be the Lower Student Union at Central College. (Coffee will be served at 9:30).

Conference consultants will be Dr. Robert Schmatz, College of Education, Michigan State University; and Dr. John McKenna, Superintendent, Ottumwa Community Schools.

The purposes of this conference are to mutually discuss principles of the internship concept, its merits and problems, its benefits to the local school district; to present and critique the draft of our second proposed paradigm; to consider potential implementation of an internship program. For this we invite you, and/or your representative (s), or a member of your school board, to visit Central College and to enjoy the hospitality of our luncheon table.

The enclosed postal card is provided for your response. Won't you join us?

Sincerely,

Norman E. Ryerson
Department of Education

dla
Telephone: 515 628-4151, Ext. 264 or 236.

APPENDIX F-2
CENTRAL COLLEGE
DEPARTMENT OF EDUCATION
TEACHER INTERNSHIP CONFERENCE

April 20, 1967

AGENDA

Coffee and Conversation	9:30 - 10:00	Lower Student Union
GENERAL SESSION I	10:00 - 10:30	Lower Student Union
Introduction of Guests		Norman Ryerson Department of Education
Welcome		William Hinga Dean of Students
The Internship Concept		Dr. Robert Schmatz Michigan State University
GROUP SYMPOSIUM A	10:30 - 11:45	Lower Student Union
The Development of the Intern Program at Central College		James Graham Dean of the College
Principles of Internship		Dr. Robert Schmatz
The CENCO Program		Burdette Bremer Department of Education
Discussion Session		Burdette Bremer
GROUP SYMPOSIUM B	10:30 - 11:45	Vogelaar Room
Recapitulation of First Conference		Norman Ryerson
Advantages of Interns to School Districts		Dr. John McKenna Superintendent of Schools Ottumwa, Iowa
Disadvantages of Interns to School Districts		Bruce Sellers Superintendent of Schools Springfield, Michigan
Discussion Session		Barbara Dieleman Department of Education
INTERIM	11:45 - 12:00	
BUFFET LUNCHEON	12:00 - 12:45	Lower Student Union

Invocation	12:30	Dean James Graham
INTERIM	12:45 - 1:00	
GENERAL SESSION II	1:00 - 2:20	Lower Student Union
The Intern's Point of View		Elizabeth Peck Intern Teacher Springfield, Michigan
Financing the Program		Bruce Sellers
Discussion Session		Dr. Newell Dailey Department of Education
~~CLOSING REMARKS~~	~~2:20~~ - 2:30	Dr. Robert Schmatz
Tour of the campus (Optional)		

APPENDIX F-3

Exploratory Conference on April 20, 1967

Local School Districts	Invited	Attended
Adel Community School District Wilford E. Anderson, Superintendent	X	X
Albia Community School District William R. Dabb, Superintendent	X	
Amana Community School District Charles L. Selzer, Superintendent	X	
Ankeny Community School District Keith D. Hopkins, Superintendent	X	
Appanoose County Superintendent George Starcevich	X	
Bedford Community School District Johnny Smith, Superintendent	X	
Belle Plaine Community School District C. W. Argo, Superintendent	X	
Boone Community School District Donald F. Seaton, Superintendent	X	
Brooklyn-Guernsey-Malcom Community Schools Donald D. Palmer, Superintendent	X	
Burlington Community School District Dr. Charles W. Hahn, Superintendent	X	
Cardinal Community School District W. W. Isenberger, Superintendent	X	
Carlisle Community School District Roy E. Reeves, Superintendent	X	X
Centerville Community School District W. Paul Forney, Superintendent	X	
Central Decatur Community School District Russell J. Baker, Superintendent	X	
Chariton Community School District Robert F. Wagstaff, Superintendent	X	

Local School District	Invited	Attended
Clarinda Community School District		
Jerald D. Blasi, Superintendent	X	
Clarke Community School District		
Russell Ward, Superintendent	X	
Clarke County Superintendent		
Thomas J. Moore	X	
Colfax Community School District		
L. L. Winter, Superintendent	X	
Columbus Community School District		
R. F. Hedemann, Superintendent	X	
Corning Community School District		
Glen C. Hornbuckle, Superintendent	X	
Creston Community School District		
Gene C. Hertz, Superintendent	X	
Davis County Community School District		
Thomas B. Dunsmoor, Superintendent	X	
Mrs. Edna Hennet, Principal	X	X
Des Moines Independent Community Schools		
Dr. Dwight M. Davis, Superintendent	X	X
Dr. Paul Mitchum, Assistant Superintendent	X	
Eddyville Community School District		
J. Ira Ryan, Superintendent	X	
James A. Rood, Principal	X	X
Eldora Community School District		
Charles L. Rupert, Superintendent	X	
Fairfield Community School District		
Ralph W. Gambach, Superintendent	X	
Fort Madison Community School District		
C. Arthur Hansen, Superintendent	X	
William J. Flicker, Assistant Superintendent	X	X
Greenfield Community School District		
R. J. Green, Superintendent	X	
Grinnell-Newburg Community School District		
Kyle C. Jones, Superintendent	X	

Local School District	Invited	Attended
Grundy Center Community School District		
Dale C. Mulford, Superintendent	X	
Guthrie Center Community School District		
Harley Merritt, Superintendent	X	
H. L. V. Community School District		
George Bettle, Superintendent	X	
Indianola Community School District		
C. C. Peterson, Superintendent	X	
Interstate 35 Community School District		
C. O. Lundby, Superintendent	X	
Iowa Valley Community School District		
Clayton Morlan, Superintendent	X	
Jasper County Superintendent		
Robert Glasford	X	
Johnston Community School District		
Jack P. Sims, Superintendent	X	
Keokuk Community School District		
Elmer C. Gast, Superintendent	X	
Keota Community School District		
V. H. Barnum, Superintendent	X	
Knoxville Community School District		
Floyd A. Davis, Superintendent	X	
Forrest Hanifan, Principal	X	X
Richard Greelee, Principal	X	X
L. D. F. Community School District		
W. Dean Turner, Superintendent	X	X
Lamoni Community School District		
John R. Henderson, Superintendent	X	X
Lucas County Superintendent		
F. A. Lunan	X	
Lynnville-Sully Community School District		
Claire W. Erickson, Superintendent	X	X
Charles Baker, Principal	X	X

Local School District	Invited	Attended
Mahaska and Keokuk County Superintendent		
W. W. Molsberry	X	
Marion County Superintendent		
C. S. Thomas	X	
Marshalltown Community School District		
J. C. Hoglan, Superintendent	X	
Monroe County Superintendent		
E. P. Schindler	X	
Montezuma Community School District		
James D. Carroll, Superintendent	X	X
Lewis Lundy, Principal	X	X
Mount Ayr Community School District		
O. C. Walker, Superintendent	X	
Mount Pleasant Community School District		
Robert V. Formanek, Superintendent	X	
Muscatine Community School District		
A. A. Johnson, Superintendent	X	
New Monroe Community School District		
Arnold Bradley, Superintendent	X	X
Newton Community School District		
D. D. Dunlavy, Superintendent	X	X
E. E. Osborn, Director of Instruction	X	X
North Mahaska Community School District		
Norman Sawin, Superintendent	X	
Mrs. B. Joyce Lowry, Guidance Counselor	X	X
North Polk Community School District		
R. O. Mortensen, Superintendent	X	
North Tama County Community School District		
Donald A. Lenth, Superintendent	X	
Oskaloosa Community School District		
Joe L. Gettys, Superintendent	X	
Mrs. Kathryn Richards, Elementary Supervisor	X	X
Ottumwa Community School District		
Dr. John F. McKenna, Superintendent	X	X

Local School District	Invited	Attended
Pekin Community School District		
C. E. Tharp, Superintendent	X	X
Pella Community School District		
M. F. Whitney, Superintendent	X	X
Sidney Barrick, Principal	X	X
Harold Nichless, Principal	X	X
Pella Christian Grade School		
Ed Vander Weele, Principal	X	
Pella Christian High School		
Paul De Jong, Principal	X	
Polk County Superintendent		
Ralph C. Norris	X	
Poweshiek and Iowa County Superintendent		
F. E. Meloy	X	
Prairie City Community School District		
William H. Logan, Superintendent	X	
Red Oak Community School District		
Ransom W. Fisher, Superintendent	X	
Saydel Consolidated School District		
Horance S. Oliver, Superintendent	X	
Shenandoah Community School District		
Dr. Kenneth Wayne Sand, Superintendent	X	
Sigourney Community School District		
Charles W. Joachim, Superintendent	X	
South Tama County Community School District		
Robert F. Leland, Superintendent	X	X
Donald Goodwill, Principal	X	X
Douglas Dunlap, Principal	X	X
Southeast Polk Community School District		
Charles S. Varner, Superintendent	X	
Urbandale Community School District		
Lyle W. Kehm, Superintendent	X	
Van Buren Community School District		
Richard E. Armstrong, Superintendent	X	

Local School District	Invited	Attended
Vinton Community School District James L. Robinson, Superintendent	X	
Wapello Community School District Gerald E. Carlson, Superintendent	X	
Wapello County Superintendent Irving J. Hickman	X	
Warren County Superintendent Dwight A. Erickson	X	
Washington Community School District E. Kelly Schlapkohl, Superintendent	X	
Waterloo Community School District Dr. George W. Hohl, Superintendent	X	
Wayne Community School District Charles L. Frizzell, Superintendent	X	
West Des Moines Community School District Charles C. Joss, Superintendent	X	
Williamsburg Community School District H. C. Messer, Superintendent	X	
Winterset Community School District D. R. Lillard, Superintendent	X	
Consultants		
Delmer H. Battrick Consultant Iowa State Education Association Des Moines, Iowa	X	X
Dr. John F. McKenna, Superintendent Ottumwa Community School District	X	X
Mrs. Elizabeth Peck Intern Teacher Springfield, Michigan	X	X
Henry W. Pietenpol Dean Emeritus of the College Central College	X	X

Consultants	Invited	Attended
William G. Robinson Iowa State Education Association Associate Secretary and Director of Professional Relations Des Moines, Iowa	X	X
Dr. Robert Schmatz Battle Creek Student Teaching Center Michigan State University	X	X
Bruce Sellers Superintendent of Schools Springfield, Michigan	X	X
Central College Staff		
Burdette Bremer	X	X
Dr. Newell Dailey	X	X
Mrs. Barbara Dieleman	X	X
Mrs. Ann Galbreath	X	X
Dean James Graham	X	X
Dean William Hinga	X	X
Norman E. Ryerson	X	X
Ray A. Vanderwal	X	X

APPENDIX G

Local School Districts Willing to Support an Internship Program

Adel Community Schools
Wilford E. Anderson, Superintendent

Carlisle Community Schools
Roy E. Reeves, Superintendent

Des Moines Ind. Community Schools
Dr. Dwight M. Davis, Superintendent

Fort Madison Community Schools
William J. Slicker, Asst. Superintendent

Johnston Community Schools
Jack P. Sims, Superintendent

Lamoni Community Schools
J. R. Henderson, Superintendent

L.D.F. Community Schools
Dean Turner, Superintendent

Lynnville-Sully Community Schools
Charles Barker, Principal

Montezuma Community Schools
J. D. Carroll, Superintendent

New Monroe Community Schools
Arnold L. Bradley, Superintendent

Newton Community Schools
D. D. Dunlavy, Superintendent

Ottumwa Community Schools
Dr. John F. McKenna, Superintendent

Pella Christian High School
Paul De Jong, Principal

Pella Community School
M. F. Whitney, Superintendent

South Tama County Community Schools
F. R. Leland, Superintendent

Iowa State Education Association willing to support and interested in the internship program.

William Robinson
Associate Executive Secretary
Des Moines, Iowa

Delmer H. Battrick
Consultant
Des Moines, Iowa

APPENDIX H

The outline chart of the four-year scheme indicates two alternate routes as to course sequence, internship period, and certification procedure depending upon when the student makes a commitment to the internship program.

The left column indicates a commitment made during the sophomore year with two summer school sessions before the internship experience. During the junior year the intern candidate is interviewed for a teaching position. The senior year is devoted to the internship experience and is followed by graduation and full teacher certification.

The right column shows a commitment made during the junior year with the interview for an intern position at that time. The senior year is sandwiched between two summer school sessions with graduation and full certification at the end of the second summer session.

It is anticipated that the majority of students would follow the former plan and would be elementary school interns.

FOUR-YEAR SCHEME

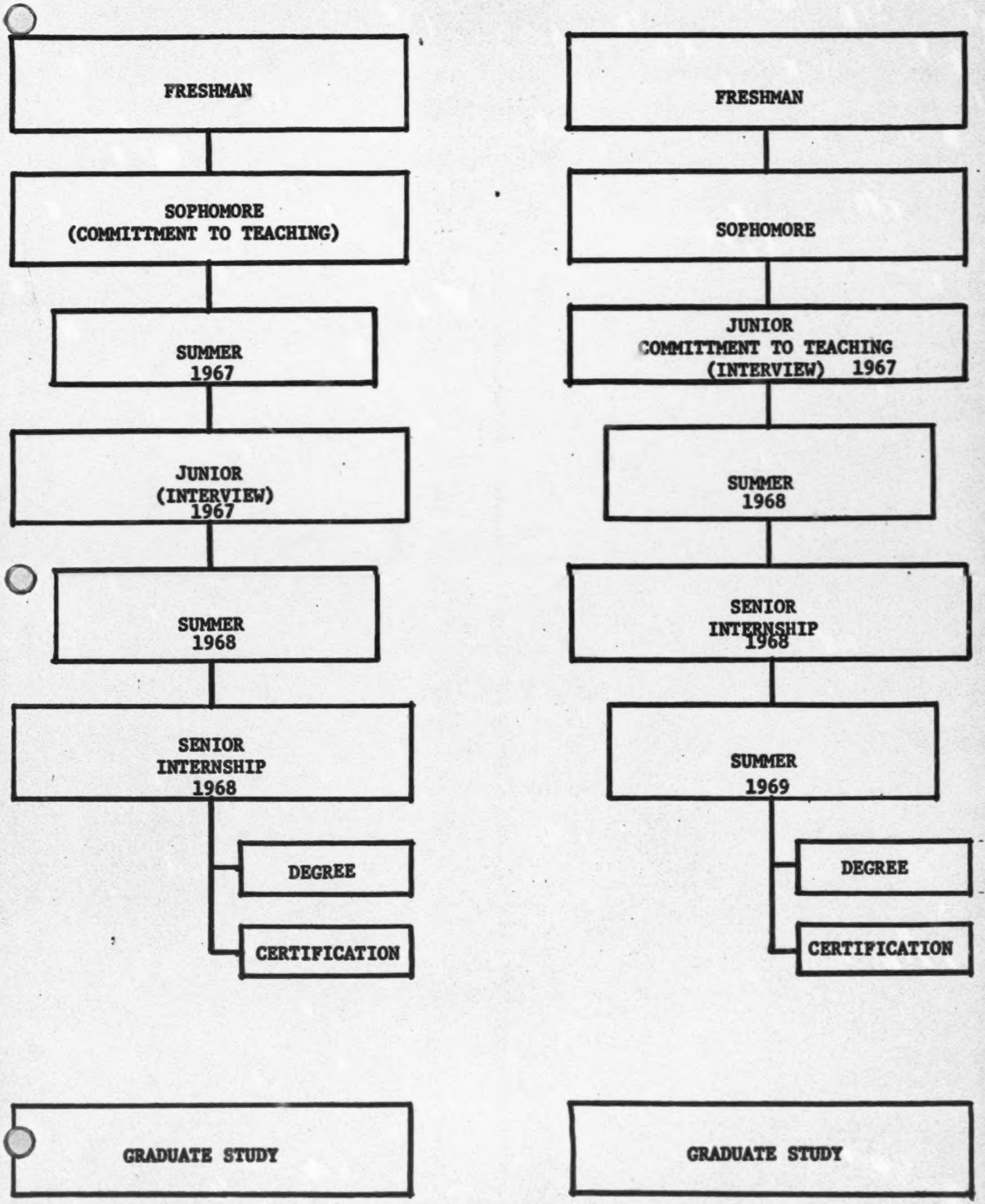

FRESHMAN
SOPHOMORE (COMMITTMENT TO TEACHING)
SUMMER 1967
JUNIOR (INTERVIEW) 1967
SUMMER 1968
SENIOR INTERNSHIP 1968
DEGREE
CERTIFICATION
GRADUATE STUDY
FRESHMAN
SOPHOMORE
JUNIOR COMMITTMENT TO TEACHING (INTERVIEW) 1967
SUMMER 1968
SENIOR INTERNSHIP 1968
SUMMER 1969
DEGREE
CERTIFICATION
GRADUATE STUDY

CHART I - 109

APPENDIX I

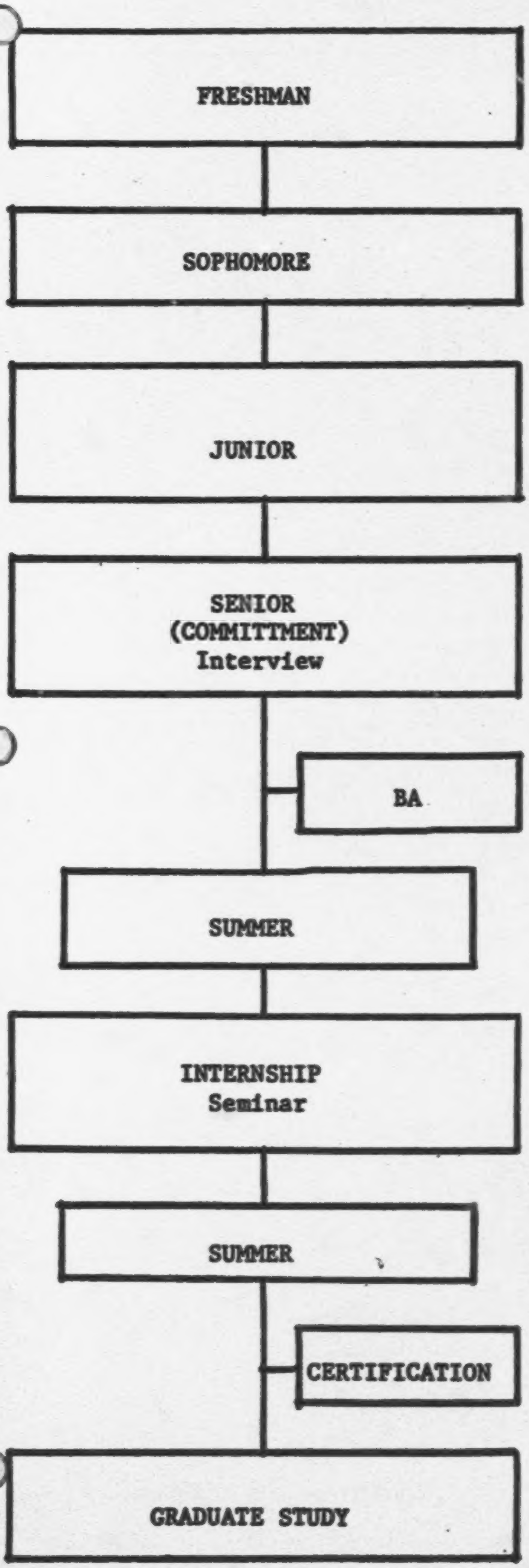
The outline chart of the fifth-year scheme indicates two alternate routes as to course sequence, internship period, and certification procedures depending upon when the student makes a commitment to the internship program.

The left column indicates a commitment made as late as the senior year. Following graduation, the internship experience is sandwiched between two summer school sessions. Full teacher certification is awarded at the end of the second summer session.

The right column shows a commitment to the internship program during the junior year, thus allowing some of the senior year for course work in the teacher preparation sequence. One summer school session for additional course work preceeds the internship exposure.

It is anticipated that the majority of secondary school teachers would prefer the fifth-year approach to allow additional time for the development of undergraduate major and minor subject-matter fields.

FIFTH-YEAR SCHEME


FRESHMAN
SOPHOMORE
JUNIOR
SENIOR
(COMMITTMENT)
Interview
BA
SUMMER
INTERNSHIP
Seminar
SUMMER
CERTIFICATION
GRADUATE STUDY

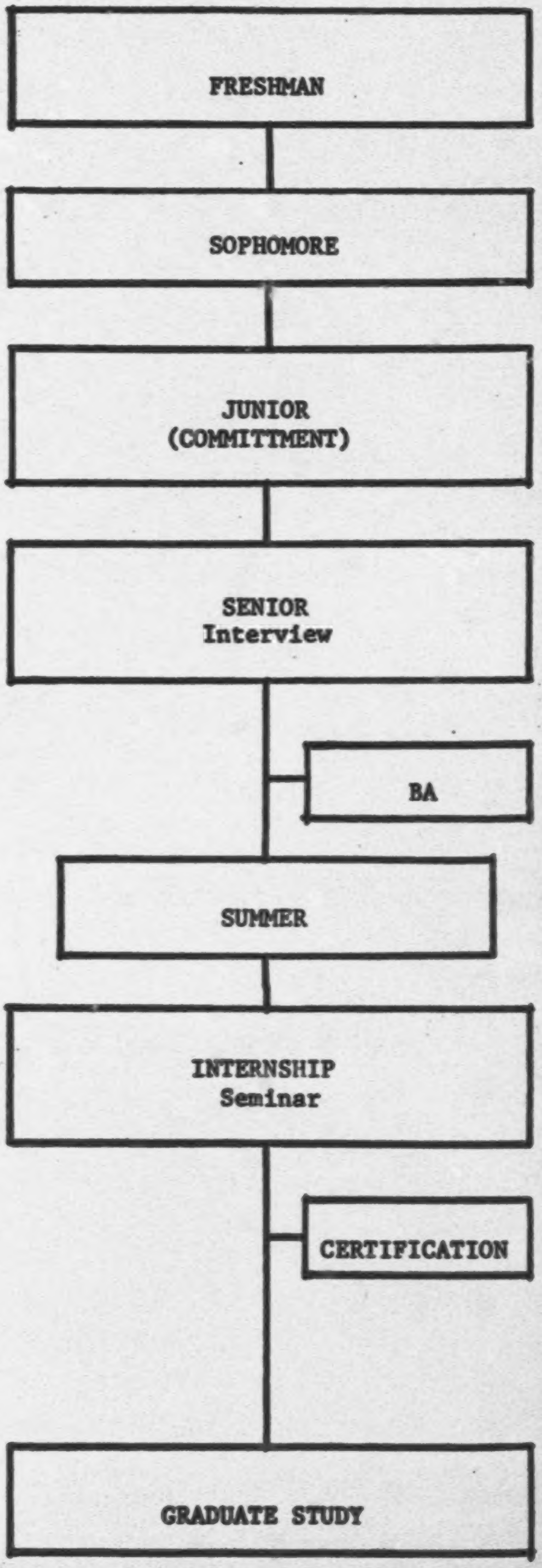

FRESHMAN
SOPHOMORE
JUNIOR
(COMMITTMENT)
SENIOR
Interview
BA
SUMMER
INTERNSHIP
Seminar
CERTIFICATION
GRADUATE STUDY

CHART II - 111

CENTRAL COLLEGE
PELLA, IOWA 50219

In accordance with Article 2, Payment, of Fixed Price Contract number OEC-3-7-067414-0449, dated October 14, 1966, Central College as contractor request final payment of $3,750.00.

This letter is to certify that an initial payment in the amount of $3,750.00 has been requested and paid, but the final payment of $3,750.00 is requested upon acceptance of this report.

Respectfully submitted,

William H. Thompson
Mr. William H. Thompson
Vice President - Development

Martin J. Heerema
Mr. Martin J. Heerema
Vice President - Finance

CENTRAL COLLEGE
PELLA, IOWA 50219

The account (budget) sheet for Fixed Price Contract number OEC-3-7-067414-0449 has been subject to audit and found correct. The account (budget) sheet indicating areas and categories of expenditures is attahced to this report.

The itemized account ledger and invoices are available for inspection by the Comptroller General and/or his representative in accordance with NEW-313 publication, General Provisions, item 18 (a).

Respectively submitted,

Carl M. Humphrey
Mr. Carl M. Humphrey
Assistant to the Vice
President - Finance

Ben Groenendyk
Mr. Ben Groenendyke
Comptroller

BUDGET

Director: Norman E. Ryerson
Institution: Central College, Pella, Iowa

Duration: Six Months
Beginning Date: 11/1/66 Ending Date: 4/30/67

Category		Federal Funds Requested	Federal Funds Expended
Personnel			
Director (1/3 time for six mos. @ $12,000 per annum)		$2,000.00	$2,000.00
Secretary (1/2 time for six mos. @ $2,400 per annum)		600.00	600.00
Consultants (Maximum $100 per day--15 days)		1,500.00	1,500.00
Faculty (Release time: 15 days at $40 per day)		600.00	600.00
Supplies and Materials			
Study materials		100.00	171.49
Telephone		300.00	300.00
Postage		40.00	22.50
Paper		30.00	30.00
Ditto Masters		10.00	10.00
Mimeograph stencils		20.00	20.00
Services			
Duplicating		30.00	161.15
Other			
Travel		1,700.00	1,709.64
Conferences with local school personnel.		400.00	328.92
	SUBTOTAL	$7,330.00	7,453.70
Overhead		170.00	170.00
	TOTAL	$7,500.00	7,623.70
	RECEIVED April 24	-3,750.00	
	BALANCE DUE	$3,750.00	

OE 6000 (9-66)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OF EDUCATION
NGTON 25, D.C.
ERIC DOCUMENT RESUME

DATE OF RESU
April 30, 1967

1. ACCESSION NO.

2. ERIC SATELLITE CODE

3. CLEARING HOUSE CONTROL NO.

SOURCE
Central College
Pella, Iowa 50219

5. TITLE
Exploratory Study and Planning for a Fourth-Year, Paid Internship Teacher Education Program for Both Elementary and Secondary Teachers (Final 11/66 - 4/67)

6. AUTHOR(S) Ryerson, Norman E.

7. DATE 5/67 | 8. PAGINATION 115 | 9. REFERENCES 25

10. REPORT/SERIES NO. Proposal No. 6-8414

11. CONTRACT NO. OEC-3-7-067414-0449

12. PUBLICATION TITLE
N.A.

13. EDITOR(S) N.A.

14. PUBLISHER N.A.

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DATE, NAME, AND COMPLETE ADDRESS OF AUTHORITY
TYPE OF RELEASE

15. ABSTRACT (250 words max.)

Central College explored the augmentation of a paid fourth-year internship approach into its teacher training program; the development of a cooperative college-university graduate study program. (Emulation of the prototype model by other small, rural liberal arts institutions is strong.) To reach the objectives: (1) the faculty was envolved in an evaluation of the teacher education program and the College curriculum; (2) consideration was given to alteration of weekly schedules and annual calendar; (3) a series of conferences were scheduled with representatives of the local school systems to explain the internship concept, elicit support for the new program, to compose structures and policies; (4) dialogue was initiated with selected universities regarding a cooperative graduate program. Results of the study were: (1) a prototype model was developed for a four- and five-year internship pattern; (2) professional preparation curriculum was made concurrent with present practices; (3) rapport was developed with the local school systems for the implementation of internship programs; (4) the cooperative graduate program was not completed, but remains in an exploratory stage. The study also implied that: (1) additional research was needed in the areas of determining and evaluating intern competency, selection and training of intern supervisors, and proper evaluation of internship programs; (2) the need of a summer school session to supplement the internship program and proposed graduate level program; (3) internship programs were considered a form of clinical experience which holds promise of being more effective in developing the many high-level skills required of teachers than any other procedure.

16. RETRIEVAL TERMS (Continue on reverse)

Internship,	Elementary Secondary Four-Year Programs Five-Year Programs Rural Areas Model		

17. IDENTIFIERS

CENCO Program